OISE/UT LIBRARY
3 0005 03193665 4

# Read All About It

## Language

**Including:**

At the Editor's Desk
Sections of the Newspaper
Headline News
What Do You Think?
What Are You Doing Tonight?
Let's Play Ball
Speakers Corner
The Funnies
Give Me Your Money
Let's Write a Newspaper

LIBRARY
JUL - 2 2003
OISE/UT

An Integrated Unit for Grade 3/4

**Written by:**

**Annamarie Mahura, Patrizia Bortoluzzi, Mary Gervais (Project Leader)**

Length of Unit: approximately: 30 hours

OHEC
428.0077
13
059MET/L
3/4C
Ra
c.2

**February 2003**

Written using the **Ontario Curriculum Unit Planner** 2.51 PLNR_01* March, 2001* Open Printed on Feb 14, 2003 at 8:39:29 AM

a4998544
OHEC c.2

# Read All About It

## Language An Integrated Unit for Grade 3/4

Acknowledgements
The developers are appreciative of the suggestions and comments from teacher colleagues who provided input through the internal, external and theological reviews.

The following organizations have supported the elementary unit project through team building and leadership:

The Institute for Catholic Education
The Council of Ontario Directors of Education
The Ontario Curriculum Centre
The Ministry of Education, Curriculum and Assessment Policy Branch

Catholic Curriculum Cooperative (CCC)
Eastern Ontario Catholic Curriculum Cooperative (EOCCC)
Northern Ontario Catholic Curriculum Cooperative (NOCCC)

A special thank you to the Curriculum Committee from The Institute for Catholic Education who provided leadership, direction and support.

**An Integrated Unit for Grade 3/4**
**Written by:**

**Annamarie Mahura, Patrizia Bortoluzzi, Mary Gervais (Project Leader)**

Durham Catholic District School Board

**Based on a unit by:**
Annamarie Mahura, Patrizia Bortoluzzi, Mary Gervais (Project Leader)

Durham Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

# Task Context

In this Language unit, students create and publish a newspaper that reflects and explains pioneer (Grade 3) and medieval (Grade 4) societies. This unit supplements and enhances the Grade 3 and 4 Social Studies program. Through language activities students become newspaper writers for a specific time period. Students adopt a holistic approach to learning about community life in medieval and pioneer societies by integrating learning from various subject areas and experiences.

**Catholic Graduate Expectations**

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.
CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.
CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 6e - Catholic Graduate Expectation - A Caring Family Member: Ministers to the family, school, parish, and wider community through service.

# Task Summary

Through reading, writing, and oral communication activities, students acquire an understanding of the various sections of a newspaper. By using the knowledge acquired while studying the newspaper, students model various forms of writing specific to each grade during classroom activities, e.g., letter writing, descriptive paragraphs, advertisements.
Through observations, students learn that newspapers communicate daily life events. Students identify the various sections of the newspaper and the purpose of each section. They look for examples of:
- different writing styles;
- various forms of communication;
- pictures, diagrams, and captions;
- layout styles, use of space, and page layouts;
- organization of information.

After students analyse each section, they become newspaper reporters for a pioneer or medieval newspaper. As students work through the subtasks, they acquire the skills and knowledge needed to complete the writing activities. In the culminating task, students select their best piece of writing to contribute to a Grade 3 or Grade 4 newspaper. Grade 3 students assemble a newspaper reflecting life during pioneer times, while Grade 4 students produce a newspaper that reflects life during the medieval period.

# Culminating Task Assessment

Students plan, lay out, and publish newspapers for pioneer (Grade 3) and medieval societies (Grade 4) in the culminating task. Once the newspaper has been published, students share the final product with others at home and at school. Each student has time to reflect on how well he/she worked with others and contributed to the publication of the newspaper.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

# Links to Prior Knowledge

It is assumed that this unit is completed during the second or third school term. Students should have exposure to a variety of literary works and publications. Students should have previous experience with writing paragraphs and short stories.

Students should be aware of current events taking place in their local community and they are in the process of acquiring a basic understanding of pioneer (Grade 3) and medieval life (Grade 4).

# Considerations

# Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Units for combined grades provide examples of activities that could be used to meet the expectations for each grade. Teachers must examine the expectations listed for each subtask to determine the approach to the activities for each grade and how the instruction and assessment will be organized. Teachers may wish to develop additional activities specific to the expectations for each grade. Often the teacher must direct one grade to work on an appropriate assignment while the teacher focuses the other grade on different content.

The teacher will need to create an assessment tool for the culminating task. It is recommended that the Social Studies units, Pioneers and Medieval Times have been introduced to students and continue to be studied at the same time. Since this unit integrates several expectations for various subjects of The Ontario Curriculum, cross-referencing with activities in other subject areas is recommended.

Have students keep the pieces of writing that they produced in a folder or notebook. This helps students when they choose an article to publish and helps the teacher with evaluation.

This unit primarily focuses on writing and allows students to explore many forms of writing. To balance the language program, teachers might consider completing a novel study at this time. There are several simple novels available that deal with pioneer and medieval time periods. An appropriate Grade 3 novel is *Sarah Plain and Tall* and for the Grade 4's, *Castles in the Attic*. Additional suggestions are listed in Resources.

This unit has been designed to allow teachers to change the order of the subtasks.

Although the local newspaper is used in the unit, students should also have access to a variety of types of newspaper - national and cultural publications. Collect these before starting the unit.

Listed below are variety of activities that could be used to enhance this unit. They reflect different learning styles and abilities. Teachers should feel free to use these suggestions during any of the activities and/or subtasks throughout the unit. Students can:
- draw pictures to illustrate favourite pieces of writing;
- use or create storyboards during pre-planning activities;
- be given opportunities to share stories with a partner, a small group, or the entire class;
- use a tape recorder or other recording device to complete assigned activities;
- retell favourite pieces of writing in front of an audience;
- write a poem, song, or jingle about the topics being discussed;
- create a timeline to sequence historical events or original piece of writing;
- use a variety of visual organizers when planning or presenting information;
- reflect on activities completed during the unit and record responses in a journal;
- express thoughts, feelings, opinions, and emotions through story writing, poetry, or music;
- choose a piece of writing to present as a mime or short skit;
- create a commercial to advertise the upcoming newspaper or event;
- re-enact an event from medieval or pioneer society;
- interview someone who is a reporter or works at a newspaper;
- work with a partner or small group to market the completed newspaper;
- establish guidelines for working in groups;
- use music to create advertisement jingles;
- tour a local newspaper.

It is suggested that teachers read through the unit-wide blackline masters numbered U.1 to U.6, as they contain information for teacher background and tracking sheets for assessment purposes.

The writing tips on BLM U.6 can be presented in some of the following ways:
• Write each section on chart paper and post around the classroom.
• Make transparencies and present information on an overhead.
• Write information on the board and have students record points to remember.
• Make photocopies for students to keep as a reference.

Teachers are encouraged to use any additional materials or methods they have developed to change or add to these suggestions.

Students and teachers may find checklists (BLM U.5) helpful when revising, proofreading, editing, or conferencing. These checklists may be posted around the classroom or reproduced and glued into portfolios or notebooks.

**Food Allergies**
Teachers will need to take precautionary measures to ensure that students with food allergies are not placed at risk. They should discuss this issue with students and follow safe practices outlined in school or board policy. It may be appropriate to use parent permission forms.

**Surveys**
Students must be instructed to accept "no comment" as a valid answer to any questionnaire or survey, and to respect that people may choose not to respond at all.

**Disclosure**
Teachers should be sensitive to the personal nature of the experience and support students in the event of disclosure of abuse and discussion of sensitive issues in the classroom context. Teachers must follow board policies and procedures in the event of student disclosure.

**URLs**
The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

**Cancopy**
Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

**Adaptations**
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

The activities in this unit are designed to be as open-ended as possible to allow for creativity and varied learning styles and abilities. Individual adaptations should be considered by the classroom teacher in each subtask.

**1 At the Editor's Desk**

The initial assessment is designed to discover what prior knowledge students have about newspapers today and community life during pioneer or medieval times. This subtask provides the teacher with information about students' ability to produce well-developed and organized paragraphs. Students look at various sections of the newspaper and identify different forms of writing. Students write a variety of articles to create a newspaper at the end of the unit. The newspaper focuses on articles written about events that took place during the pioneer and medieval periods.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: Who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

**2 Sections of the Newspaper**

This task is completed by both the Grade 3 and 4 students. Students are introduced to the different sections of the newspaper. Class participation and oral presentations allow students to demonstrate what they know about the sections of a newspaper and how the articles, pictures, and advertisements reflect the lives and interests of the people in the community.

Catholic Graduate Expectations
CGE 4f - Applies effective communication, decision-making, problem-solving, time and resource management skills.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

**3 Headline News**

Students focus on the articles found in the first section of the newspaper. These articles could reflect current events in and around the local community. They are written in a manner that captures the reader's attention and includes stories that are of interest to many readers. Using this knowledge as a starting point, students write an article that reflects the current events of the time period they are studying.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 7f - Catholic Graduate Expectation - : A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

**Read All About It**
**Language** An Integrated Unit for Grade 3/4

**4 What Do You Think?**

Students explore the editorial page and the letters to the editor, in which the public responds to important issues on a personal level. Students write a letter to the editor, as if they were a citizen living in a pioneer or medieval community.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

**5 What Are You Doing Tonight?**

Students analyse the entertainment section of the newspaper. As a group they discuss how people spend recreational time. Using personal experiences and acquired knowledge, students write an article describing a recreational event that may have taken place during pioneer or medieval times.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**6 Let's Play Ball**

After a brief discussion on the history of changes in sports, students research information about sporting events from pioneer or medieval times and write an article recapping the highlights of one of these sports.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 4h - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

**7 Speakers Corner**

Students reflect on the importance of the lifestyle section of the newspaper. These types of articles provide students with opportunities to write about issues that reflect everyday life. The purpose of this task is to help students develop persuasive writing skills to justify their opinion about various lifestyle activities.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Examines and reflects on one's personal values, abilities and aspirations influencing life's choice and opportunities.

**8 The Funnies**

Students look at the lighter side of the newspaper to appreciate the importance of humour conveyed through illustrations and captions. Students create a comic strip.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**9 Give Me Your Money**

Students study the value of advertising. They identify and describe the different types of advertisements in their surroundings. Students create an advertisement that encourages consumers to buy their product.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

**10 Let's Write a Newspaper**

Students plan, lay out, and publish newspapers for pioneer (Grade 3) and medieval societies (Grade 4) in the culminating task. Once the newspaper has been published, students share the final product with others at home and at school. Each student has time to reflect on how well he/she worked with others and contributed to the publication of the newspaper.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

## Description

The initial assessment is designed to discover what prior knowledge students have about newspapers today and community life during pioneer or medieval times. This subtask provides the teacher with information about students' ability to produce well-developed and organized paragraphs. Students look at various sections of the newspaper and identify different forms of writing. Students write a variety of articles to create a newspaper at the end of the unit. The newspaper focuses on articles written about events that took place during the pioneer and medieval periods.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: Who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

## Expectations

| | |
|---|---|
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3e3 A | • organize information into short paragraphs that contain a main idea and related details; |
| 4e1 A | • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); |
| 4e3 A | • organize and develop ideas using paragraphs (e.g., to tell a story); |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

### Teaching / Learning Strategies

Discussion
Review

## Assessment

Students' initial level of understanding about newspapers is assessed through observations during class discussion. Teachers are encouraged to use their own observation or anecdotal records. Samples of anecdotal and observational evaluation sheets are included in the Unit-Wide Resources. See also BLMs 3.1 and 3.2, Checklists for Expository Paragraphs.

Prior knowledge about community life during pioneer or medieval times is assessed during small group brainstorming discussions and teacher observations.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

A sample KWL chart (BLM 1.1) has been included as a reference tool.

1.1 Getting Started - I Know

The teacher begins the lesson by holding up a local daily newspaper and asking students to describe it. Student responses are recorded in the first section of a class Know, Wonder, Learn (KWL) Chart. Through prompting and discussion, the teacher helps students define a *Newspaper*. The teacher helps students to use their background knowledge to understand that a newspaper is an important tool that assists people in learning more about their local community and the world around them. The teacher explains that over the next several weeks, the class will look at various sections of the newspaper and identify different forms of writing. Students understand that they will be given opportunities to write a variety of articles to create a newspaper at the end of the unit. As reflective and creative thinkers, students adopt a holistic approach to life by integrating learning from different subject areas and experiences. Articles should be written to reflect Catholic morals and ethics.

1.2 I Wonder

Students generate questions about what they would like to learn about publishing a newspaper, the role of the editor and writing newspaper articles. These questions are recorded under the 'Wonder' section of the KWL Chart.

1.3 On Our Way

To introduce the culminating activity, the teacher suggests that the newspaper may be more interesting if the articles were about events that took place during pioneer or medieval times. Students break into grade groups to brainstorm what types of community events took place during pioneer (Grade 3) or medieval times (Grade 4). Each group appoints a recorder who writes the ideas on a chart or the board. The ideas generated could be used as story starters during the unit, so these ideas should be easily accessible to the students.

The teacher displays the materials used and the student work created in the pioneer and medieval units.

Students need to be provided time to review materials and talk about their learnings from the units.

Teachers need to meet with each grade group to summarize learnings specific to the grade. Teachers may wish to make notations in their anecdotal records about:
1) Knowledge of the Newspaper, e.g., main sections; understanding that the newspaper is a form of communication; ability to recognize features of a newspaper, such as ads, comics, etc.
2) Knowledge of Pioneer or Medieval Societies.

Students in Grade 3 should be able to:
- compare and contrast life in a pioneer settlement with that in their own community;
- describe the lifestyles of male and female pioneers and the various roles of individuals in a pioneer settlement;
- use appropriate vocabulary.

Students in Grade 4 should be able to:
- compare a medieval community to their own community;
- describe the various roles of people in medieval society;
- use appropriate language.

1.4 My Opinion

The teacher and students talk about what newspaper editors do. The discussion should include how people make decisions in light of gospel values with an informed moral conscience. After the discussion, students write a paragraph explaining, "Why a Newspaper is Important." The teacher models how to write a paragraph, using jot notes as the beginning stage. The teacher, with student input, then completes a list of how to structure a good paragraph. Time is given to write a paragraph independently. An initial writing sample from each student is kept for future reference.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following

suggestions.

- assist those who need further explanations and/or guidance in contributing to brainstorming activities
- students who have difficulty printing should have an opportunity to use computer technology, where possible

## Resources

**BLM 1.1 KWL Chart** BLM_1.1_KWLChart.cwk

**Know, Wonder, Learn (KWL) Chart**

**Daily local newspaper**

## Notes to Teacher

This subtask integrates several subject areas and activities. Teachers may want to spend more than one day completing this subtask. Additional time may be required to review or introduce some of the concepts being assessed diagnostically during this initial subtask.

For tips on paragraph writing, see Unit-Wide Resources (BLM U.3). Many websites also contain practical suggestions and ideas for writing a paragraph.

To assist with collection and organization of writing samples and activities, students could keep their writing in folders or notebooks, as suggested in the Considerations section in the Unit Overview.

Teachers may want to use the rating scale provided in the Unit-Wide Resources (BLM U.2) throughout the unit. This tool will allow teachers to monitor the progress of individual students and plan accordingly.

As answers to the W column are discovered during the course of the unit, complete the L column in the KWL chart.

Teachers may wish to spend some time discussing the mechanics of newspaper publishing and the people involved. If possible, arrange a trip to a local newspaper for the class.

## Teacher Reflections

## Description

This task is completed by both the Grade 3 and 4 students. Students are introduced to the different sections of the newspaper. Class participation and oral presentations allow students to demonstrate what they know about the sections of a newspaper and how the articles, pictures, and advertisements reflect the lives and interests of the people in the community.

Catholic Graduate Expectations
CGE 4f - Applies effective communication, decision-making, problem-solving, time and resource management skills.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

## Expectations

| | |
|---|---|
| 3e31 | • read independently, using a variety of reading strategies; |
| 3e36 | – identify and restate the main idea in a piece of writing, and cite supporting details; |
| 3e42 | – identify and describe different forms of writing (e.g., poems, stories, plays); |
| 4e29 | • read independently, using a variety of reading strategies; |
| 4e49 | – understand specialized terms in different subject areas (e.g., science, technology); |
| 3e63 | – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others; |
| 4e65 | – present information to their peers in a focused and organized form on a topic of mutual interest; |

### Groupings

Students Working In Pairs
Students Working As A Whole Class
Students Working Individually

### Teaching / Learning Strategies

Guided Exploration

## Assessment

Students are observed while working in pairs for participation, sharing of opinions and ideas, and their ability to gather relevant information. Through oral questions and answers, the teacher is able to determine students' level of understanding. Teachers are encouraged to use a familiar anecdotal recording technique for assessing this subtask.

### Assessment Strategies

Observation

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

2.1 Exploring the Newspaper
Students are divided into pairs (by grade) and given a section of the newspaper along with a piece of paper. The pairs examine their section, search for additional ideas about newspapers, and record their answers on paper. Challenge students to look for articles that reinforce the fundamental beliefs of the Catholic Church.

2.2 Presenting to the Class
Each pair presents their findings to the class clearly and honestly and with sensitivity to others. The teacher provides appropriate newspaper terminology. Additional information is added by the teacher after each

presentation. Encourage speakers to try not to repeat any information already presented.

2.3
A discussion follows on what each section tells students about the community and the people in it. The teacher records and summarizes their responses.

The charts are referred to throughout the unit, and should be posted around the room or provided to each student.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- allow additional time, that has been pre-established with the student, to complete task
- employ verbal rehearsal and questioning strategies following instruction, in order to help the student focus on important information
- provide a folder or notebook to help organize work
- pair students to support each other when recording information

## Resources

**piece of paper and marker**

**chart paper and markers**

**local newspaper**

## Notes to Teacher

Newspapers should be kept for reference throughout the unit. Students may bring in copies from home, if possible, or the newspapers can be contacted directly for donated newspapers.

As students explore the sections of the newspaper, the teacher encourages students to notice the following things through discussions with small groups and the whole class:
- layout of articles
- use and size of print
- types of articles
- pictures, diagrams and captions
- organization of information
- different styles of writing
- various forms of communication

The teacher monitors the articles students are viewing during this activity to assure that they are age-appropriate and reflect Catholic values.

Going Beyond:

Teachers could use the Bible to help students better understand that the newspaper is made up of several different and independent sections that come together to form a collection of "stories." In the Come and See, Year 4 Religious Education program, students have an opportunity to explore the books that make up the New and Old Testament. They learn to appreciate that the Bible is a collection of many books that tell the story of God's love for the world. Each book is unique and tells one part of the entire story. Like the newspaper, each section is designed to focus on a different part of our life and community. Students should refer to pages 22-24 in their religion books to see how the Bible is organized and for suggestions on how to find Bible passages.

## Teacher Reflections

## Description

Students focus on the articles found in the first section of the newspaper. These articles could reflect current events in and around the local community. They are written in a manner that captures the reader's attention and includes stories that are of interest to many readers. Using this knowledge as a starting point, students write an article that reflects the current events of the time period they are studying.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 7f - Catholic Graduate Expectation - : A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

## Expectations

| | |
|---|---|
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3e3 A | • organize information into short paragraphs that contain a main idea and related details; |
| 4e3 A | • organize and develop ideas using paragraphs (e.g., to tell a story); |
| 4e20 | – introduce vocabulary from other subject areas into their writing; |
| 4e24 A | – use proper form for paragraphs (e.g., indentation, spacing, margins); |
| 4z16 | – communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings. |
| 3e9 A | • use and spell correctly the vocabulary appropriate for this grade level; |
| 3e10 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 4e10 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 4e9 A | • use and spell correctly the vocabulary appropriate for this grade level; |

### Groupings

Students Working Individually
Students Working As A Whole Class
Students Working In Pairs

### Teaching / Learning Strategies

### Assessment

Assess students' edited copy for understanding of expository paragraphs.

See BLMs 3.1 and 3.2 for examples of possible checklists.

### Assessment Strategies

Portfolios
Observation

### Assessment Recording Devices

Checklist

## Teaching / Learning

**Day 1**

3.1 Headline Hunters

Prior to beginning this lesson, the teacher writes three or four headlines on a piece of paper, which can be taken from a newspaper or a special event happening in the school, e.g., Local Teacher Wins the Lottery, Penny Drive for the Red Cross, World 2002 Comes to Toronto. Subsequent to reading the headlines, students determine, through discussion, what the content of the articles might be. Through teacher prompting, students understand that headlines are one way that editors "capture" the reader's attention so that he/she will want to purchase the paper and read the articles.

3.2 Let's Take A Look

The teacher shows the class the front page of daily or Catholic newspapers to provide a visual example of how headlines are used. Students are encouraged to look for other techniques used to enhance the front page, e.g., pictures, font style or size, colour. Students are given time to examine headlines and articles in several newspapers.

3.3 The 'Meat and Potatoes'
The teacher discusses the content of the articles in the front section of the newspaper. As responsible citizens, students respect and affirm the diversity and interdependence of the world's peoples and cultures. It is important that students realize that the news stories are informative, based on fact, and deal with current events. When these points have been conveyed, the teacher chooses one headline from which a paragraph is written with the class (see BLM U.3 Tips for Writing Paragraphs).

3.4 Adding the 'Gravy'
Students are given time to explore the materials from the pioneer/medieval unit. With a partner from the same grade, students list possible events that would have been noteworthy in this society, for example, building a church or a barn, or knights coming home, or knights preparing to leave for battle. With their partner, students talk about and make jot notes about the sights, sounds, smells, and activities that might be part of this event.

Students are asked to find a new partner. Using their jot notes for reference, students describe orally the sights, sounds, smells, and activities observed in this event. The partners provide each other with additional ideas.

Students individually write a first draft of a noteworthy event in this society, using their jot notes and suggestions from their partners for reference.

**Day 2**
3.5 Check It Over
Review the elements of paragraphs, and what to look for when revising and editing written work. Review Student Checklists for Writing (BLM U.5) and show examples for each item listed. Post the Checklists for News Article on the board or chart after the group discussion (BLMs 3.1, 3.2). Students self-edit their writing from the previous day. Students then complete the peer editing process with at least two other peers. Edited copies are rewritten and placed in student portfolios to be used later for newspaper submission (see BLM U.5 Student Checklists for Writing).

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- students with special needs may need reference material at a different reading level

## Resources

| | |
|---|---|
| **BLM 3.1 Grade 3 Checklist for News Article** | BLM_3.1_Gr.3_News_Article.cwk |
| **BLM 3.2 Grade 4 Checklist for News Article** | BLM_3.2_Gr.4_News_Article.cwk |

## Notes to Teacher

Going Beyond:

1. Teachers may have students use a timeline as an alternative to paragraph writing or as a pre-planning tool. Students may find it beneficial to use this visual prompt when organizing their thoughts and ideas. Teachers could suggest that students include pictures. Depending on the learning style or ability of individual students, teachers may use the timeline for evaluative purposes.

2. Teachers may want to integrate this subtask into their religion lesson by having students locate and predict the content of various scripture passages based on their titles, e.g., The First Disciples Called, The Law of the Temple, Jesus Walks on Water, Healing of the Deaf Mute.

## Teacher Reflections

## Description

Students explore the editorial page and the letters to the editor, in which the public responds to important issues on a personal level. Students write a letter to the editor, as if they were a citizen living in a pioneer or medieval community.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

## Expectations

| | |
|---|---|
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3e2 A | • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes); |
| 3e10 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 3e27 A | – select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart); |
| 4e1 A | • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); |
| 4e2 A | • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information); |
| 4e10 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 4e24 A | – use proper form for paragraphs (e.g., indentation, spacing, margins); |
| 4z5 | – describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants); |
| 3z14 | – describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement. |

### Groupings
Students Working As A Whole Class
Students Working Individually

### Teaching / Learning Strategies
Expressing Another Point Of View
Think / Pair / Share
Writing Process

### Assessment
Students are assessed on the format of letter writing. See BLMs 4.2 and 4.3 Checklist for Writing a Letter to the Editor.

### Assessment Strategies
Portfolios
Observation

### Assessment Recording Devices
Checklist

## Teaching / Learning

**Day 1**

4.1 Fact or Opinion

On the overhead or board, the teacher displays a statement that generates a discussion. This statement is based on personal opinion and not fact. After students read this statement, they are to turn to a person sitting nearby and discuss what they read. Teachers encourage students to examine and reflect their own personal values,

abilities, and aspirations, and the teachings of the Catholic church, when choosing to agree or disagree with the statement. They should be prepared to provide supporting evidence for their decision. After a short period of time, the class regroups to have a discussion about the validity of the statement. At this time, the teacher introduces the terms *opinion* and *fact*. Before continuing this subtask, students should understand the meaning of these words and how they are used in language situations, e.g., debates, articles, stories, etc. Teachers can refer to the 'Going Beyond' section for additional Catholic connections.

4.2 Having a Say!
The teacher introduces the "Letters to the Editor" section of the newspaper. Students are given time to read several letters to the editor, some on the same topic and some on different topics. Students are challenged to think and make jot notes about what the writer of the letter is writing about and how the writer feels about the subject.

After ample time has been given to explore "Letters to the Editor," the teacher leads the class in a discussion e.g., states the feelings and opinions of the writer and provides important facts to support their opinions. This information is posted for future reference.

**Day 2**
4.3 Let's Write Together
The teacher guides students through the process of writing a formal letter. As a class, students practise writing a group letter to an editor, stating their opinion about a given topic. The teacher facilitates this process by modelling the proper format of a letter. The teacher places the example of a letter (BLM 4.1) on an overhead and with student input, through a problem solving approach, notes the parts of a letter. This letter should reflect the attitudes and values founded on Catholic social teaching.

The teacher posts a beginning list of possible ideas for writing opinion letters related to pioneer/medieval societies. These may include:
- castles need better lighting
- a knight's armour is too heavy and hard to walk in
- pioneer children are expected to work too hard
- pioneer children should have more toys

Students are invited to add to this list at this point and after the next activity.

4.4. On Our Own
Students are given ample time to explore the materials on pioneer/medieval life. In small groups, students from the same grade generate suggested topics for a letter to the editor.

Students then write their own letter to the editor, using a topic from the list. When writing their letters, students should present information and ideas with clarity, honesty, and sensitivity towards others. Provide students with a copy of BLM 4.1 for reference.

**Day 3**
4.5 Working as a Team
Students complete and review their letters. Students then revise and edit their own writing, referring to the criteria listed in BLMs 4.2 and 4.3. Students work with at least two peers who suggest revisions to the letter, referring to the same criteria. Students then incorporate the suggestions into a revised draft of their "Letter to the Editor." They submit the final draft to the teacher for evaluation and then place it in the portfolio to be used for the culminating task.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- allow students to write the main points and expand on these points verbally
- provide a template of proper letter format for students to fill in
- allow students to use a computer for word processing, proofreading, editing (e.g., spell and grammar check)

## Resources

| | |
|---|---|
| **BLM 4.1 Writing a Letter to the Editor** | BLM_4.1_WritingLetterEditor.cwk |
| **BLM 4.3 Grade 4 Checklist for Writing Letters to the Editor** | BLM_4.3_Gr4LetterChecklist.cwk |
| **BLM 4.2 Grade 3 Checklist for Writing Letters to the Editor** | BLM_4.2_Gr3LetterChecklist.cwk |

## Notes to Teacher

Going Beyond:

1. Teachers may want to give students the opportunity to read their "Letters to the Editor" to the class.

2. Students could be challenged to create a poem, rap, or dramatization reflecting their personal opinion about a topic.

## Teacher Reflections

## Description

Students analyse the entertainment section of the newspaper. As a group they discuss how people spend recreational time. Using personal experiences and acquired knowledge, students write an article describing a recreational event that may have taken place during pioneer or medieval times.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## Expectations

| | |
|---|---|
| 3e1 | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3z24 | – compare and contrast the lives (e.g., daily routines) of pioneer and present-day children of similar ages; |
| 4e3 A | • organize and develop ideas using paragraphs (e.g., to tell a story); |
| 4e24 A | – use proper form for paragraphs (e.g., indentation, spacing, margins); |
| 4z11 | – use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations; |
| 3e63 A | – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others; |
| 3e54 A | • apply the rules for working with others; |
| 4e55 A | • express and respond to ideas and opinions concisely and clearly; |
| 4e66 A | – listen to others and stay on topic in group discussion; |
| 4e64 A | – use appropriate tone of voice and gestures in social and classroom activities; |
| 3z33 | • demonstrate awareness of the possible similarities and differences among people, places, and environments. |
| 3z49 | – compare the characteristics of their community to those of a different community (e.g., with respect to density, services, recreation); |
| 4z17 | – compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government); |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

### Teaching / Learning Strategies

Brainstorming
Discussion
Visual/graphic Organizers
Writing Process

## Assessment

Students' ability to work in a group is assessed by the teacher. Teachers may use the checklists (BLM 5.3 and BLM 5.4).

Students' descriptive paragraphs are evaluated.

### Assessment Strategies

Portfolios
Observation

### Assessment Recording Devices

Anecdotal Record
Checklist

## Teaching / Learning

**Day 1**

5.1 Compare and Contrast

Students are asked what they do when they have free time. Leisure activities play an important part in people's lives. As caring citizens, students value and honour the important role that positive relationships play in a society. Through discussions, students identify some of the occasions when family members spend time together. Students compare and contrast ways that families spend their leisure hours, now and in the past. Students break into small grade groups and brainstorm ways that families spend leisure time in pioneer or medieval times. Information is recorded on a compare and contrast chart (see BLM 5.1 and 5.2 Compare and Contrast Charts).

Teachers must be sensitive to students who may have situations at home that are not reflective of the traditional family unit. Teachers must adjust their language and activities so that all students feel included at all times.

5.2 Leisure Guide
The teacher explains that the entertainment section of the newspaper includes articles related to what people or families do during their leisure time, e.g., book and movie reviews, special community events, information about entertainers, etc. Students should recognize that many of these articles are designed to entice the reader to take part in the activities, or relive the excitement of taking part in the activity.

Students explore the entertainment section, read some of the items, and share ideas. The teacher reviews and lists on the board the organization and structure of a descriptive paragraph. The teacher and class complete an example together (see BLM U.3).

5.3 Entertainment Tonight
The teacher explains to students that they will be writing a paragraph to describe one recreational activity common to pioneer or medieval societies. Students refer to the completed BLM 5.1 or 5.2. Students select and share ideas about the recreational activity with a partner.

Before students begin to write a first draft, the teacher refers to the posted list about the structure and organization of a descriptive paragraph. Individually, students write their first draft of a descriptive paragraph for the entertainment section, using the ideas generated in the partner sharing.

**Day 2**
5.4 Revising and Editing
Students review their descriptive paragraphs from the previous activity. The teacher spends time working with the Grade 3 students to model various types of sentence structure. These students are then challenged to find places where they used simple and compound sentences and varied their sentence structure to create a more interesting description of the event. The teacher works with Grade 4 students, teaching and reviewing the use of adjectives and adverbs. Students in Grade 4 are challenged to find places where they could add adjectives and adverbs to create a more vivid picture in their paragraphs.

Students peer edit with two other students, focusing on the same challenges listed above.

Students incorporate these suggestions and make revisions for a final draft that is submitted to the teacher for evaluation. The teacher uses the organization and structure characteristics developed in Activity 5.2 (in this subtask) as the evaluation criteria. Their final draft is placed in their portfolios to be used later for the newspaper.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- provide advance organizers to structure content, e.g., outlines, subtitles, paragraph frames

## Resources

| | |
|---|---|
| **BLM 5.1 Grade 3 - Compare and Contrast Chart** | BLM_5.1_Gr.3CompareContrast.cwk |
| **BLM 5.2 Grade 4 - Compare and Contrast Chart** | BLM_5.2_Gr 4CompareContrast.cwk |
| **BLM 5.3 Grade 3 Checklist for Group Work** | BLM_5.3_Gr.3GroupWorkCheck.cwk |
| **BLM 5.4 Grade 4 Checklist for Group Work** | BLM_5.4_Gr.4GroupWorkCheck.cwk |

## Notes to Teacher

Going Beyond:

1. Teachers should consider reviewing the lessons in the Living and Relationship theme in the Fully Alive program which looks at family relationships. Students should understand the importance of family as being a fundamental basis of Catholic faith. Jesus was born into a human family and experienced the joys and sorrows of daily family life.

2. Students could communicate their thoughts and feelings about their families during journal writing.

3. Students could design their own coat of arms depicting activities their families like to do during leisure time.

Teachers should be sensitive to the personal nature of the experience and the discussion of sensitive issues in the classroom context. Teachers need to follow board policies and procedures in the event of student disclosure of abuse.

## Teacher Reflections

# Read All About It

**Language** **An Integrated Unit for Grade 3/4** **190 mins**

## Description

After a brief discussion on the history of changes in sports, students research information about sporting events from pioneer or medieval times and write an article recapping the highlights of one of these sports.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4h - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

## Expectations

| | |
|---|---|
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3e3 | • organize information into short paragraphs that contain a main idea and related details; |
| 3e23 A | – choose words that are most appropriate for their purpose (e.g., to express a feeling); |
| 3e7 A | • revise and edit their work, using feedback from the teacher and their peers; |
| 4e3 A | • organize and develop ideas using paragraphs (e.g., to tell a story); |
| 4e7 A | • revise and edit their work, using feedback from the teacher and their peers; |
| 4e22 A | – choose words that are most effective for their purpose (e.g., to describe vividly); |
| 3e22 A | – introduce new words from their reading into their writing; |
| 4e20 A | – introduce vocabulary from other subject areas into their writing; |
| 3e49 A | – identify various conventions of formal texts and use them to find information (e.g., table of contents, chapter titles, headings, index, glossary, charts, graphs). |
| 3z14 | – describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement. |
| 3a49 | – demonstrate the ability to concentrate while in role in drama and dance (e.g., during an improvisation; while performing a dance); |
| 3a50 | – recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (e.g., real-life situations, the scientific concept of magnetic force); |
| 4a64 | – demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, using different levels, a specific focus, facial expressions, and symbols to convey meaning); |

### Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

Discussion
Improvisation
Writing Process
Research Process

## Assessment

A checklist is used to assess students' ability to work in groups and with a partner when improvising, researching and editing (see BLM 6.1 Observation Checklist). This checklist is generic and could be used for both grades.

### Assessment Strategies

Observation
Portfolios

### Assessment Recording Devices

Checklist
Anecdotal Record

## Teaching / Learning

**Day 1**

6.1 Warming Up

As an introduction to this subtask, teachers could start with a prayer thanking God for the ability to participate in leisure and fitness activities in order to achieve a balanced and healthy lifestyle. The class discusses what sporting events are popular in the local community. After a list is generated and posted for reference, students begin the lesson with a drama activity. With a partner, students choose a sport and record on a strip of paper a way to dramatize their chosen sport without using any words. Students practise and present their sport to the class. The audience tries to determine what sport is being played.

6.2 Batter Up

The class discusses how sporting events have changed over the years because of technology, modifications to equipment, or the interest and values of the community, e.g., faster bikes, more advanced equipment, extreme sports, etc. Students then gather information about a sporting event from long ago and present findings in a paragraph. Grade 3 students research sports from pioneer times and Grade 4 students research sports from medieval times.

6.3 First Base

Teachers assign students to a small grade group to complete the research. When working in groups, students should apply effective communication and time and resource management skills while gathering information. Students locate information about a sporting event from their time period and individually record the information on paper or in a notebook. This information is used when writing a sports story. Teachers should have a variety of print at different readability levels, and if available, Internet resources for students to use. If students use the Internet, teachers must ensure that students know and follow board and school policies related to Internet use.

**Day 2**

6.4 Second Base

Teachers explain that in the sports section, reporters use details to recount what happened during a sporting event, presented in an interesting and realistic way. The characteristics of a narrative paragraph are reviewed with the class. Teachers post the characteristics of a narrative paragraph for reference. Students may require guidance to understand this form of writing. See BLM U.3 Tips for Writing Paragraphs. Students explore the sports section of a newspaper.

6.5. Third Base

Students in grade groupings share the information about sports in pioneer or medieval societies discovered during their research. Each student is asked to contribute the name and some details discovered. Appoint a group recorder and record this information on a cumulative chart. This chart will be used for reference during writing time.

Individually, students select one of the sports events about which to write a descriptive paragraph. The teacher uses a guided imagery strategy with students. The teacher asks students to visualize the sequence of the activity, the location, the participants, etc.

Taking the role of an observer to the activity, students write a descriptive paragraph about the activity.

After students complete the first draft, students in Grade 3 are challenged to edit their work and add words that help to create a feeling of excitement. Grade 4 students are challenged to use verbs that help to describe the activity more vividly.

6.6 Home Plate

After students have completed a self-edit, they are to edit with at least two other peers. In the peer editing stage, students focus on spelling, punctuation and the challenge outlined in Activity 6.5.

Students incorporate the editing suggestions into a final draft which will be placed in their portfolio for the culminating task.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- use resources written at the appropriate readability level
- use point form in the paragraph

## Resources

**BLM 6.1 Observation Checklist** BLM_6.1_ObserveGroupCheck.cwk

## Notes to Teacher

Teachers should write the names of a variety of sports on small strips of paper before starting this activity.

During the mime of a sports activity, students are encouraged to use simple and clear actions. They should work as a group to convey the message without using words.

It is important that teachers have a variety of research materials available. Students may need writing prompts to help focus while researching, e.g., Who played the sport? What equipment was used? What are the rules of the game?

Going Beyond:

1. Teachers could integrate lessons from the Fully Alive program into this subtask. Students should recognize that people develop differently and have unique gifts and talents. The Bible refers to the body as being a temple and as responsible learners, students should value the importance of a healthy lifestyle.

2. Students, individually or in a small group, can create a cheer that could be chanted at a sporting event. The cheer could include words, drama or dance.

3. Students could share with the class any special athletic abilities or experiences they had, e.g., performing a dance, bringing in sports uniforms, pictures, or awards, etc.

4. Students can use magazines to make a collage of physical activities for display.

## Teacher Reflections

## Description

Students reflect on the importance of the lifestyle section of the newspaper. These types of articles provide students with opportunities to write about issues that reflect everyday life. The purpose of this task is to help students develop persuasive writing skills to justify their opinion about various lifestyle activities.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Examines and reflects on one's personal values, abilities and aspirations influencing life's choice and opportunities.

## Expectations

| | |
|---|---|
| 3e2 A | • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes); |
| 3e3 A | • organize information into short paragraphs that contain a main idea and related details; |
| 3e7 A | • revise and edit their work, using feedback from the teacher and their peers; |
| 4e24 A | – use proper form for paragraphs (e.g., indentation, spacing, margins); |
| 4e1 A | • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); |
| 4e2 A | • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information); |
| 4e3 A | • organize and develop ideas using paragraphs (e.g., to tell a story); |
| 4e7 A | • revise and edit their work, using feedback from the teacher and their peers; |
| 4e64 | – use appropriate tone of voice and gestures in social and classroom activities; |
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3e23 A | – choose words that are most appropriate for their purpose (e.g., to express a feeling); |
| 3e12 | – correctly use nouns, verbs, adjectives, and adverbs; |
| 4e22 | – choose words that are most effective for their purpose (e.g., to describe vividly); |
| 4e15 | – use connecting words (e.g., also, finally, after, but) correctly to link ideas in a paragraph; |

### Groupings

Students Working In Small Groups
Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

### Teaching / Learning Strategies

Panel Discussion
Discussion
Writing Process

## Assessment

Teachers may choose to write anecdotal comments or observations about student participation during the oral discussions.

A checklist has been provided for each grade to evaluate students' persuasive articles (see BLMs 7.1 and 7.2).

### Assessment Strategies

Portfolios
Response Journal

### Assessment Recording Devices

Checklist
Anecdotal Record

## Teaching / Learning

**Day 1**

7.1

The teacher refers students to the chart, comparing today's lifestyle with that of pioneer (Grade 3)/medieval

(Grade 4) times, developed in Subtask 5. Students work with a partner from the same grade, select one activity from the chart, and list reasons why they believe it is a good activity. They individually make jot notes about why this activity might be better than another activity and note the reasons to justify their decision.

Students find new partners and try to persuade each other of the positive aspects of the lifestyle activity they previously selected. Students use their jot notes for reference.

With student input, the teacher creates a list of strategies that were used to persuade the partner to agree. These strategies can be posted for reference.

Students find another new partner. The teacher instructs students to use one or more of the persuasive strategies previously discussed and listed with this partner to try to convince him/her of the positive aspects of the lifestyle previously selected.

Students provide feedback to each other on the effectiveness of the strategy(ies) used in the persuasive argument.

7.2 Yeah or Nay?
The teacher explains that when controversial issues arise, people come together to present their viewpoints so that each person has an opportunity to express his/her opinions. When discussing a controversial issue, decisions should be made in light of gospel values, with an informed moral conscience. It is important to present information and ideas clearly, honestly, and with sensitivity to others.

**Day 2**
7.3 Persuasive Articles
The teacher provides students with the lifestyle section of the local newspaper. Students predict what the term *lifestyle* means. The teacher explains that this section deals with articles about topics that affect people's daily lives. Many articles are written in a persuasive manner. Students are given time to look through this section.

Students are asked to write a persuasive 'article' about the lifestyle activity presented during the oral persuasion activity (7.1). Students are encouraged to refer to their jot notes, the persuasion strategies from the list, and the feedback from their partners, when drafting their paragraph.

**Day 3**
7.4 Checking It Over
Students individually use a revising/editing strategy to improve the draft of their writing. Teachers can refer to BLM U.4 Teacher Tips for Editing, Revising, and Conferencing.

Students should be provided ample time to discuss the needed revisions and edits with at least two other students. With a partner, students work together to revise and edit the persuasion paragraphs. Students use the checklists provided (see BLM U.5 Student Checklists for Writing).

Students incorporate the suggestions for revision into a final draft and submit it to the teacher for evaluation. The criteria in BLM 7.1 and BLM 7.2 can be used.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- use direct instruction and modelling to encourage the use of a variety of pre-writing and organizational strategies (e.g., conferences, brainstorming, illustrating, tape recording, mapping, outlining, semantic webbing)

- provide advance organizers to structure content, e.g., outlines, subtitles, paragraph frames

## Resources

**BLM 7.1 Grade 3 Checklist for Persuasive Paragraph** BLM_7.1_Gr3PursuParaCheck.cwk

**BLM 7.2 Grade 4 Checklist for Persuasive Paragraph** BLM_7.2_Gr4PursuParaCheck.cwk

## Notes to Teacher

The teacher may want to use this subtask to introduce a mini-unit on public speaking or debating. Public speaking is an important part of a language program. Students may be encouraged to write a speech and present it orally in front of the class. Teachers could consider having a formal debate about a controversial topic related to pioneer or medieval times.

Going Beyond:

1. Teachers may want to review with students the decision-making model introduced in the Grade 4 Health Program. This model teaches students how to make informed choices when faced with a problem. It is important that decisions are moral and ethical.

2. Students could produce a poster that reflects their views about an important issue. They should be encouraged to develop attitudes and values founded on Catholic social teaching and their opinions should promote social responsibility, human solidarity, and the common good.

3. Students could be given an opportunity to search for stories in the Bible where people put their trust in God and remain true to their faith, e.g., when Noah is asked to build the ark or when Abraham is asked to sacrifice his only son.

## Teacher Reflections

# Read All About It

**Language** **An Integrated Unit for Grade 3/4** **135 mins**

## Description

Students look at the lighter side of the newspaper to appreciate the importance of humour conveyed through illustrations and captions. Students create a comic strip.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## Expectations

| | |
|---|---|
| 3e27 A | – select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart); |
| 3e23 A | – choose words that are most appropriate for their purpose (e.g., to express a feeling); |
| 4e22 A | – choose words that are most effective for their purpose (e.g., to describe vividly); |
| 4e5 A | • produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing; |
| 4e6 A | • produce media texts using writing and materials from other media (e.g., a cartoon); |
| 3a33 A | – solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background); |
| 4e54 A | • communicate a main idea about a topic and describe a short sequence of events; |
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 4a42 A | – solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their colour choices); |
| 3e56 A | • create a variety of simple media works; |
| 4e1 A | • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); |

### Groupings

Students Working As A Whole Class
Students Working Individually

### Teaching / Learning Strategies

Brainstorming
Demonstration
Guided Writing

### Assessment

The teacher makes anecdotal notes about the comic strips, work habits, and group participation.

### Assessment Strategies

Portfolios
Observation

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

**Day 1**

8.1 The Funnies

Using an overhead, the teacher displays a comic strip relevant to the age group. The class discusses what makes the comic strip humorous and how it is different from other forms of writing. The teacher lists the important elements on a chart for future reference.

8.2 Make Me Laugh
Students examine comics and discuss their characteristics. Once students are familiar with the characteristics of a comic strip, the teacher informs them that they will be creating their own comic strip. The teacher and Grade 3 students brainstorm ideas which could be seen as humorous during pioneer times, such as something going wrong while trying to do daily chores. The teacher and Grade 4 students relate their brainstorm to medieval times.

8.3 Let's Walk Through It
The teacher presents a formal lesson on cartoon writing. (See BLM 8.1 Criteria for Writing Comics - Teacher Reference.) The teacher guides students through the process involved in creating comics. Through prompting, students determine how many frames are needed in the cartoon. It is suggested that no more than six frames should be used. The teacher encourages students to think about who is in the comic, what it is about, where it takes place, and when. The teacher records this information on a sample storyboard that is broken into the predetermined number of frames. Using simple sketches and text, the first and last frame should be completed. The remaining frames are completed in the same way. From this point, the teacher shows students how to incorporate the information and create a comic by modelling the process. This includes detailed pictures, dialogue, and written sound effects. The key criteria for writing comics is posted for reference.

**Day 2**
8.4 Create
Students examine the contents of their portfolios and reread their paragraphs about pioneer (Grade 3) or medieval life (Grade 4). Individually, students think about a story they could to tell as a comic strip. List four to six events in this story. Number these events in sequence.

With a partner from the same grade, students describe the sequenced activities. The partner provides feedback using the posted criteria for writing comics.

After ample discussion time, students incorporate the ideas from the partner discussion and individually follow the steps on BLM 8.2 to complete the comic strip. It is important to remind students to be sensitive to the feelings of others when creating their cartoons. Their cartoons should show respect towards others and reflect Catholic moral teaching.

8.5 Editing
Students follow point #6 on BLM 8.2 to complete a self-edit of their comic strip. Students then peer edit with at least two other students.

Students incorporate the revising and editing suggestions and complete the final version of the comic strip. They put their completed comic strip in their portfolios to be used in the culminating task.

## Adaptations
In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- create a comic strip with fewer frames, using stamping tools, or use a simple computer graphics program to create the comic strip.

## Resources

| | |
|---|---|
| **BLM 8.2 Student Tips for Creating Comic Strips** | BLM_8.2_StudentComicTips.cwk |
| **BLM 8.1 Criteria for Writing Comics (Teacher Reference)** | BLM_8.1_WritingComicCrit_T.cwk |

## Notes to Teacher

It is recommended that the comic strips be done in black and white rather than colour, as it may affect the image quality when reproduced for the newspaper.

Teachers should be cautious about using political cartoons with students of this age group.

Going Beyond:

1. Teachers may want to address how humour is portrayed in the media. Some forms of humour are often at the expense of an individual or group of people. We are called to respect and affirm the diversity and interdependence of the world's peoples and cultures. Students have access to a variety of information systems which allow them access to materials that are often not age-appropriate or may not reflect the moral teaching of their faith.

2. In small groups, students may want to create a short drama presentation based on a humorous story or funny event.

3. Students may want to create a comic strip about their favourite Bible story or parable.

4. Teachers may want to use the Bible to show how people are often misunderstood or judged unfairly by others because of their profession or appearance, e.g., the story of Zacchaeus the tax collector.

## Teacher Reflections

## Description

Students study the value of advertising. They identify and describe the different types of advertisements in their surroundings. Students create an advertisement that encourages consumers to buy their product.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

## Expectations

| | |
|---|---|
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3e9 | • use and spell correctly the vocabulary appropriate for this grade level; |
| 3e10 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 3e23 A | – choose words that are most appropriate for their purpose (e.g., to express a feeling); |
| 3e56 A | • create a variety of simple media works; |
| 3e55 A | • view, read, and listen to media works that convey messages or information and talk about what they have learned; |
| 3e64 A | – identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials; |
| 4e1 A | • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); |
| 4e10 A | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). |
| 4e59 | • analyse media works; |
| 4e58 | • identify several types of media works and some techniques used in them; |
| 4e69 | – identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts); |
| 4e25 | – label and use pictures and diagrams appropriately; |
| 4e60 | • create media works; |

### Groupings
Students Working Individually
Students Working As A Whole Class
Students Working In Pairs

### Teaching / Learning Strategies
Discussion
Think / Pair / Share

## Assessment

### Assessment Strategies
Portfolios
Observation

### Assessment Recording Devices
Anecdotal Record

## Teaching / Learning

**Day 1**

9.1 On the Look Out!

Students are given a variety of newspapers and are asked to look through them to view different types of ads.

They are encouraged to notice the different types of print, the size of the ads, and the illustrations used to catch the reader's attention. Each student chooses one ad, and in a think/pair/share activity, tells why they have selected that particular ad. Teachers may give students an opportunity to share their favourite ad with the class.

**Day 2**

9.2 Why Should I Buy It?

As a class, discuss some common characteristics of an ad, e.g., people in advertisements are usually attractive, food always looks appetizing, children are 'cute', the product is visible, etc. There is usually an association between the product and a catchy slogan, and the facts about the product are given. List these characteristics on a chart for future reference (see BLM 9.2). Teachers help students understand that the power of ads can influence people to make purchases without considering factors such as health, e.g., cigarettes, alcohol, etc. Since some ads might exaggerate the effectiveness of the product or make implicit or explicit false promises, teachers should talk about the ethical issues associated with advertisements. Students find an advertisement in their magazine making an unrealistic claim or a false promise. They turn to a person sitting near them and discuss why they selected this ad. Teachers should then model the process for writing an advertisement, using BLM 9.2 to demonstrate the characteristics of an ad and spend time with each grade separately to emphasize teaching points specific to the grade.

**Day 3**

9.3 Choose this Product

Students review the resources available on pioneer or medieval societies and the content of their portfolios. Students think about three items that might have been used in the respective society. Students select one item for which they create an advertisement.

With a same-grade partner, students discuss and make sketches and jot notes about the chosen items discussed. Student partners plan: layout (title, size of print, text, colour), illustrations, and vocabulary, (words that appeal to the emotions).

Then students individually create an advertisement using the ideas generated in their partner discussions. When creating the advertisement, students refer to the Characteristics of Advertisements (BLM 9.2).

9.4 Editing

Students revise and edit for punctuation, capitalization and spelling. Students check that the graphics convey the message intended and that they are clear and concise.

After individual revising and editing, students peer revise and edit, using the same criteria. Students incorporate the suggestions from the peer editing into their revisions.

Students create a published copy to include in their portfolio for the culminating task.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- use a computer graphics program to create an advertisement

## Resources

| | |
|---|---|
| **BLM 9.1 Advertising (Teacher Reference)** | BLM_9.1_AdTechniques_T.cwk |
| **BLM 9.2 Characteristics of Advertisements** | BLM_9.2_AdvertisingTips.cwk |
| **Newspapers** | |

## Notes to Teacher

Since the area of advertising is so complex and diverse, teachers may want to spend additional time in the initial stages of this subtask. Teachers discuss how individuals or groups of people are perceived in advertisement. Students should recognize that advertisements are another form of media presentation and often a character's behaviour would be perceived differently in real life.

Advertisements play an important role in all forms of media. They can bring out emotions, annoy their audience, as well as capture their attention. Advertisements are created to lure the consumer into buying or using a particular product or service. It is important to discuss with students the underlying messages that many ads present in relation to product performance, body image, or social acceptance, e.g., one type of soap is better than the next, this is the biggest sale of the year, etc.

For reproducibility in the final newspaper, print ads should be in black and white.

Going Beyond:

1. Teachers may encourage individual or small groups of students to use a different form of media to produce an advertisement, e.g., a radio or television commercial or a web page on the computer.

2. In response journals, students should write about their feelings on the importance of honesty and integrity when creating advertisements.

Before beginning this subtask, teachers may want to refer to the information provided in BLM 9.1 Advertising Techniques. The teacher asks students to verbalize what an advertisement is and what different forms advertisements take.

## Teacher Reflections

## Description

Students plan, lay out, and publish newspapers for pioneer (Grade 3) and medieval societies (Grade 4) in the culminating task. Once the newspaper has been published, students share the final product with others at home and at school. Each student has time to reflect on how well he/she worked with others and contributed to the publication of the newspaper.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

## Expectations

| | |
|---|---|
| 3e1 A | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); |
| 3e26 A | – use visual material to reinforce a message (e.g., a photograph of an object they are describing); |
| 3e56 A | • create a variety of simple media works; |
| 3e64 A | – identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials; |
| 4e6 A | • produce media texts using writing and materials from other media (e.g., a cartoon); |
| 4e7 A | • revise and edit their work, using feedback from the teacher and their peers; |
| 4e25 A | – label and use pictures and diagrams appropriately; |
| 4e65 A | – present information to their peers in a focused and organized form on a topic of mutual interest; |
| 4e67 A | – use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions); |
| 3e63 A | – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others; |

### Groupings

Students Working In Small Groups

### Teaching / Learning Strategies

### Assessment

Teachers need to create an assessment tool for the Grade 3 and Grade 4 culminating tasks. A student self-assessment is also completed.

Assessment focus is on how well students:
- select articles for each section;
- use space when creating page layouts;
- choose a variety of written materials, pictures and advertisements;
- include the necessary components of a newspaper;
- demonstrate creativity and organization;
- work together in a group, and solve problems independently.

### Assessment Strategies

Performance Task
Self Assessment

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

10.1 Congratulations!

Teachers congratulate students on being hired as editors for a local newspaper. As editors they must publish the next copy of the newspaper. Students create a name for their newspaper. As a grade group, they select a chief editor who will oversee the project. He/she reports to the teacher and, with assistance, makes the final decisions.

10.2
Students review the paragraphs, advertisement, and comic strip in their portfolios. Students should reflect on their learnings throughout the unit as they look at each piece of work in their portfolio. Each student contributes one piece of work for the Grade 3 or Grade 4 newspaper respectively.

Students must decide on the layout and sequencing of the articles, ads, and comic strips. Students plan the titles, illustrations, text placement, and number of columns in their newspaper. Students may either write or type the pages of their newspaper, using materials from their portfolios.

Student newspapers must include:
- comic strip
- advertisement
- sports paragraph
- persuasive article
- opinion letter to the editor
- narrative paragraph
- headline
- columns
- graphics

10.3 Final Touches
Students add final touches on the graphics, comics, and advertisements they have included in their newspaper. Using the self- and peer edit sequence, students decide if there are any changes to be made to the layout. They check for correct spelling, capitalization, and punctuation and then do one final check for meaning, clarity, and general appearance.

10.4 Self-Assessment
Part of an editor's job is to reflect on the successes or problems that were encountered during the process of publishing the newspaper. Individually, students assess their own performances. See BLM 10.1 Self-Assessment for suggestions.

## Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions.

- provide written outlines for assignments
- allow additional time, that has been pre-established with the student, to complete tasks
- use computer software to create a newspaper

## Resources

**BLM 10. 1 Self-Assessment** BLM_10.1_Self-Assessment.cwk

## Notes to Teacher

Teachers need to create an assessment tool for the culminating task for Grade 3 and Grade 4.

Using Computers For Publication
There are many writing and publishing programs available to schools. Graphics can be imported or scanned into the templates provided in some software programs. Teachers may choose to attach the graphics, cartoons or advertisements after a hard copy has been printed.

Working from a Hard Copy
Teachers may create their own electronic templates from scratch. Students can write directly onto these templates, and graphics, cartoons, and advertisements can be attached manually.

## Teacher Reflections

# Appendices

## Read All About It

### Language

**Resource List:**

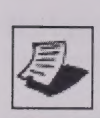
**Blackline Masters:**

**Rubrics:**

**Unit Expectation List and Expectation Summary:**

# Read All About It

## Language An Integrated Unit for Grade 3/4



## Blackline Master / File

☐ **BLM 1.1 KWL Chart** ST 1
BLM_1.1_KWLChart.cwk
This is a sample of a Know Wonder Learn (KWL) chart that can be used in the introductory part of the first subtask.

☐ **BLM 10. 1 Self-Assessment** ST 10
BLM_10.1_Self-Assessment.cwk
This is a self-assessment that may be completed by students at the end of the unit and used for evaluation purposes.

☐ **BLM 3.1 Grade 3 Checklist for News Article** ST 3
BLM_3.1_Gr.3_News_Article.cwk
You will find a separate assessment checklist for each grade level in this file.

☐ **BLM 3.2 Grade 4 Checklist for News Article** ST 3
BLM_3.2_Gr.4_News_Article.cwk

☐ **BLM 4.1 Writing a Letter to the Editor** ST 4
BLM_4.1_WritingLetterEditor.cwk
This BLM will give teachers tips when writing a Letter to the Editor.

☐ **BLM 4.2 Grade 3 Checklist for Writing Letters to the Editor** ST 4
BLM_4.2_Gr3LetterChecklist.cwk
Teacher will find a checklist for each grade that may be used when evaluating 'Letters to the Editor.'

☐ **BLM 4.3 Grade 4 Checklist for Writing Letters to the Editor** ST 4
BLM_4.3_Gr4LetterChecklist.cwk
Teacher will find a checklist for each grade that may be used when evaluating 'Letters to the Editor.'

☐ **BLM 5.1 Grade 3 - Compare and Contrast Chart** ST 5
BLM_5.1_Gr.3CompareContrast.cwk
This BLM will help the students compare and contrast leisure activities of pioneers and present day communities.

☐ **BLM 5.2 Grade 4 - Compare and Contrast Chart** ST 5
BLM_5.2_Gr 4CompareContrast.cwk
This BLM will help the students compare and contrast leisure activities of medieval and present day communities.

☐ **BLM 5.3 Grade 3 Checklist for Group Work** ST 5
BLM_5.3_Gr.3GroupWorkCheck.cwk
This rating scale will help assess each student's group work skills.

☐ **BLM 5.4 Grade 4 Checklist for Group Work** ST 5
BLM_5.4_Gr.4GroupWorkCheck.cwk
This rating scale will help assess each student's group work skills.

☐ **BLM 6.1 Observation Checklist** ST 6
BLM_6.1_ObserveGroupCheck.cwk
This checklist maybe used with either grade and gives teachers an opportunity to evaluate students learning in a variety of group activities.

☐ **BLM 7.1 Grade 3 Checklist for Persuasive Paragraph** ST 7
BLM_7.1_Gr3PursuParaCheck.cwk
You will find a separate assessment checklist for each grade level in this file.

☐ **BLM 7.2 Grade 4 Checklist for Persuasive Paragraph** ST 7
BLM_7.2_Gr4PursuParaCheck.cwk
You will find a separate assessment checklist for each grade level in this file.

☐ **BLM 8.1 Criteria for Writing Comics (Teacher Reference)** ST 8
BLM_8.1_WritingComicCrit_T.cwk
Teachers may find the information included helpful when introducing cartooning to the class.

☐ **BLM 8.2 Student Tips for Creating Comic Strips** ST 8
BLM_8.2_StudentComicTips.cwk
Tips for students have been included to help them write comic strips.

☐ **BLM 9.1 Advertising (Teacher Reference)** ST 9
BLM_9.1_AdTechniques_T.cwk
Teachers can find a description of three main types of advertising used.

☐ **BLM 9.2 Characteristics of Advertisements** ST 9
BLM_9.2_AdvertisingTips.cwk
Students can use this BLM to help create an advertisement.

☐ **BLM U.1 Sample of Anecdotal Records for Class** Unit
BLM_U.1_SampleAnecRecord.cwk
Samples of two anecdotal and observational forms to be used during the unit.

☐ **BLM U.2 Anecdotal or Observational Record** Unit
BLM_U.2_AnecObserveRecord.cwk

☐ **BLM U.3 Tips for Writing Paragraphs** Unit
BLM_U.3_TipsParaWriting.cwk
Teachers will find tips that will help them when introducing the four main types of paragraphs.

☐ **BLM U.4 Teacher Tips for Editing, Revising, and Conferencing** Unit
BLM_U.4_TeacherTips.cwk
These tips can be used when students are working through the writing process.

☐ **BLM U.5 Student Checklists for Writing** Unit
BLM_U.5_StudentWritingCheck.cwk
These are a series of checklist that students can use as they revise, edit or proofread their writing.

☐ **BLM U.6 Student Planning Tips** Unit
BLM_U.6_StudentPlanningTips.cwk
The following are tips teachers can share with students to help when planning paragraphs.

## Licensed Software

- ☐ **Adventure Canada** Unit
- ☐ **ClarisWorks 5.0 (English)** Unit
- ☐ **Explore Canada** Unit
- ☐ **Letter-perfect 2.1.2** Unit
- ☐ **Microsoft Publisher V2.1 (English)** Unit
- ☐ **Pioneers** Unit
- ☐ **Writing Challenge** Unit

## Print

- ☐ **35 Rubrics and Checklist to Assess Reading and Writing** Unit
  Adel Fiderer
  0 590 13102-8
  A teacher resource book available through Scholastic Canada
- ☐ **75 Creative Ways to Publish Student's Writing** Unit
  Cherlyn Sunflower
  0590-49270-5

  Teacher resource book for classroom writing
- ☐ **Across the Wide and Lonesome Prairie: The Oregon Trail- Diary of Hattie Campbell** Unit
  Kistina Gregory
  True story of a young girl's journey during pioneer times
- ☐ **Discovering Canadian Pioneers** Unit
  J. Bradley Cruxton
  0195413253

  Reference book on Canadian pioneers
- ☐ **Discovering Castle Days** Unit
  J. Bradley Cruxton
  0195413253
  Reference book on Medieval Times
- ☐ **Farmer Boy** Unit
  Laura Ingalls Wilder
  0-590-32787-9
  This is a novel about a young woman's life during pioneer times
- ☐ **Favourite Medieval Tales** Unit
  Mary Pope Osborne and Troy Howell
  0-590-49848-7
  A teacher resource book available through Scholastic Canada
- ☐ **Horrible Histories - The Measly Middle Ages** Unit
  Terry Dearey, Martin Brown
  0-590-49848-7
  A book about event during the Middle Ages
- ☐ **House Calls - True Story of a Pioneer Doctor** Unit
  Ainslie Manson and Mary Jane Gerber
  0-88899-446X
  True story of a rural family doctor.
- ☐ **How to Write a Paragraph Gr. 1-3** Unit
  Published by Teacher Created Materials
  589781
  A teacher resource available through Scholastic Canada
- ☐ **How to Write a Paragraph Gr. 3-6** Unit
  Published by Teacher Created Materials
  677354
  A teacher resource book available through Scholastic Canada
- ☐ **Kids in Middle Ages** Unit
  Wroble
  0-8239-5120-0
  Teacher resource book about life during the medieval times
- ☐ **Kids in Pioneer Times** Unit
  Wroble
  0 8328 41197
  Teacher resource book about life during the pioneer times
- ☐ **Knight's Handbook, The: How to Become a Champion in Shining Armour** Unit
  Christopher Gravett
  0-590-24970-3
  A resource book that discusses life and times during the middle ages
- ☐ **Life on a Pioneer Homestead** Unit
  Sally Issacs
  1 57572 313 1
  Teacher resource book about early pioneer society
- ☐ **Little House in the Big Woods** Unit
  Laura Ingalls Wilder
  0590 48817l
  A novel about pioneer life
- ☐ **Little House on the Prairie** Unit
  Laura Ingalls Wilder
  0590 48818X
  A novel about pioneer life
- ☐ **Making Portfolio Assessment Easy** Unit
  Mary Sullivan
  0-590-2404-4
  A teacher resource book available through Scholastic Canada
- ☐ **Narrative Writing** Unit
  Tara McCarthy
  Mini-lessons, strategies and activities for teaching narritive writing
- ☐ **Newspaper Reporters** Unit
  Published by Fearon Teacher Aids

  986313
  Teacher resource book available through Scholastic Canada

# Read All About It
## Language An Integrated Unit for Grade 3/4

- ☐ **Newspapers Gr. 3-6** Unit
  Published by Fearon Teacher Aids
  675126
  Teacher resource book available through Scholastic Canada
- ☐ **On the Bank of Plum Creek** Unit
  Laura Ingalls Wilder
  0590 48815-5
  A novel about pioneer life
- ☐ **One Day in the Prairie** Unit
  George Jean Craighead
  Story set during the pioneer times.
- ☐ **Paragraph Writing** Unit
  Published by Evan O Moor Publications
  A teacher resource available through Scholastic Canada
- ☐ **Persuasive Writing** Unit
  Tara McCarthy
  Mini-lessons, strategies and activities for persuasive writing
- ☐ **Persuasive Writing** Unit
  Tara McCarthy
  0-590-20934-5
  A teacher resource book available through Scholastic Canada
- ☐ **Portfolio Assessment - Getting Started** Unit
  Allan A. DeFina
  A teacher resource book available through Scholastic Canada
- ☐ **Portfolios in the Classroom - a Teacher Source book** Unit
  J. Clemmons, L.Laase, D. Cooper, N. Areglaado, M. Dill
  A teacher resource book available through Scholastic Canada
- ☐ **Prairie Farmer Source Book** Unit
  Marilynn Reynolds
  This is a Canadian picture book about a pioneer farmer
- ☐ **Publish Farmer Sourceer** Unit
  Margorie Wein Belshaw
  1557 34209-1
  Teacher resource book
- ☐ **Sarah, Plain and Tall** Unit
  Patricia MacLachlan
  0-06-440205-3

  A novel about a young girl growing up during pioneer times.
- ☐ **Sarah Plain and Tall - Literature Guide** Unit
  Patricia MacLachlan
  Teacher resource and literature guide from Scholastic Canada
- ☐ **Spotlights - The Middle Ages** Unit
  Grant
  0-7500-2429-1
  Teacher resource book about life in the middle ages
- ☐ **Stephen Biesty's Cross-Section Castle** Unit
  Richard Platt, Stephen Biestly
  Teacher resource book about Medieval Society
- ☐ **Storm at Batoche** Unit
  Maxine Trottier
  A Canadian picture book set in pioneer times.
- ☐ **Teaching Writing - A Workshop Approach** Unit
  Adele Fiderer
  059049202-0
  Teacher resource book for teaching writing
- ☐ **Teaching Writing Series: Descriptive Writing** Unit
  Tary McCarthy
  0-590 20932-8
  A teacher resource book available through Scholastic Canada
- ☐ **Teaching Writing Series: Expository Writing** Unit
  Tara McCarthy
  0-590 10385-3

  A teacher resource book available through Scholastic Canada
- ☐ **Teaching Writing Series: Narrative Writing** Unit
  Tara McCarthy
  0-590 20937-X
  A teacher resource book available through Scholastic Canada
- ☐ **The Author's Profile** Unit
  Teri Beaver
  1571 10059-8
- ☐ **The Castle in the Attic** Unit
  Elizabeth Winthrop
  0-440-4091-1
  A novel about a young boy and his magicial castle.
- ☐ **The Door in the Wall** Unit
  Marguerite de Angeli
  0-590-40968-9
  A novel set in Scotland during the middle ages.
- ☐ **The House That Max Built** Unit
  John Green
  0-7736-7339-3

  A novel about King Arthur and his knights.
- ☐ **The Lion, the Witch and the Wardrobe** Unit
  C. S. Lewis
  0-590-40595-0

  This is the first novel the the Chronicles of Narnia series.
- ☐ **The Long Winter** Unit
  Laura Ingalls Wilder
  0590 488198
  A novel about pioneer life
- ☐ **The Middle Ages - History Opens Windows** Unit
  Jane Suter
  1 57572 591-6
  Teacher resource book about the Middle Ages

☐ **The Ontario Curriculum Writing Exemplars Grades 1 to 6** Unit
Ministry of Education and Training
Teachers will find writing samples for each grade and performance level. This document will help teachers when evaluating students' work.

☐ **The Whipping Boy** Unit
Sid Fleischman
0-8167-1038-4
A novel about a young boy who is punished for the misbehavior of the royal prince.

☐ **Using The Newspaper in the Writing Process** Unit
Raymond Harris
1557 34479-S

Teacher resource for teaching writing to students

☐ **Write on Track** Unit
Dave Kemper, Ruth Nathan, Patrick Sebranek
ISBN 0-17-606608-X
This is a suggested handbook for Young Writers, Thinkers and Learners. There are a number of books on the market that deal with young writers. Teachers may use any other resources available.

## Media

☐ **English Grammar - Part 1** Unit
Classroom Video (CRV)
This movie provides an introduction to the fundamentals of writing and grammar.

☐ **The Clear Writer's Hit Squad** Unit
Kinetic Video Inc. (KTC)
Dewey 372.6
This film provides a 10-point guide to better writing.

☐ **You Can Write Anything: Package 01 Bk0138 (61409)** Unit
TV Ontario (TVO)
Dewey 372.6
The series centres around the an aspiring writer who assists neighbourhood children to appreciate good writing and improve their writing skills.

## Website

☐ **A Guide to Paragraph Writing** Unit
http://www.engineering.uiowa.edu/~ctc/docs/guides/CTC_paragraph_writing.doc
Simple and clear information about paragraphs.

☐ **Exhibits Collection -- The Middle Ages** Unit
http://www.learner.org/exhibits/middleages/
This site touches on all areas of medieval life in detail.

☐ **Handy Guide to Writing Five Paragraphs** Unit
Handy Guide to Writing Five Paragraphs
Easy and practicial ideas for writing.

☐ **I Want To Know About: History** Unit
http://discover.lpl.london.on.ca/kids/i_want_to_know_about/template.php?category_uid=137
Information about pioneer life available online from the London Public Library.

☐ **Library Picks** Unit
http://www.peel.edu.on.ca/larkspur/Classes/library/
A web site that has links to pioneer and medieval societies.

☐ **Life in the Middle Ages** Unit
http://www.kyrene.k12.az.us/schools/brisas/sunda/ma/mahome.htm
This is a site created for students by students.

☐ **medieval** Unit
http://jeffco.k12.co.us/middle/deercreek/subjects/mutlimedia/acadpro/katijosh/midieval.html - 3k

This is a website the touches on many aspects of medieval life.

☐ **Middle Ages** Unit
http://www.byu.edu/ipt/projects/middleages/
This site details many areas of medieval life.

☐ **Paragraph Writing Rubric Generator** Unit
http://teachers.teach-nology.com/web_tools/rubrics/paragraph/
A website to help teachers create and evaluate student work using rubrics.

☐ **Pioneers** Unit
http://www.eagle.ca/~matink/themes/Pioneers/pioneers.html
This site provides information about early pioneers in Ontario and North America.

☐ **Pioneers** Unit
http://www.hpedsb.on.ca/madtwp/RealPioneers.htm
This site lists a number of links to sites that meet the expectations of the Grade 3 Ontario Curriculum.

☐ **The Five Paragraph Essay Wizard- Persuasive Essay and Prompts** Unit
http://www.geocities.com/SoHo/Atrium/1437/howto.html
This site discusses the different types of writing and gives helpful suggestions.

☐ **ThinkQuest Library of Entries** **Unit**
http://tqjunior.thinkquest.org/4051/titlepg.htm
This site was created by a group of students. Information is presented in the form of a game.

☐ **Writing Effective Paragraphs** **Unit**
http://www.richmond.edu/~writing/wweb/paragrph.html
This site provides tips and examples of how to write an effective paragraph

☐ **Writing Tips: Paragraph Builder - Writing DEN** **Unit**
http://www2.actden.com/Writ_Den/Tips/paragrap/write.htm

This site outlines how to write paragraphs and provides examples of different forms of writing.

## Material

☐ **chart paper and markers** **ST 2**

☐ **Daily local newspaper** **ST 1**
per class
This is to be used in opening activitiy.

☐ **Know, Wonder, Learn (KWL) Chart** **ST 1**
per class
Teachers may use professionally prepared or their own KWL charts.

☐ **Local Daily Newspapers** **Unit**
1
per group
Daily newspapers should be made available for the duration of the unit.

☐ **local newspaper** **ST 2**
per pair
In addition to having copies of daily newspapers, teachers may want to have a copy of the Catholic New Times and/or Catholic Registar as part of a newspaper collection.

☐ **piece of paper and marker** **ST 2**
per pair

## Equipment / Manipulative

☐ **Newspapers** **ST 9**
per pair
Try to gather a variety of magazines that are written for different audiences.

# Sample of Anecdotal Records for Class

Teacher: _____ Date: _____

Activity: _____

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Teachers can use this sample for collecting notes about anecdotal observations throughout this unit. Names of students can be written in each small section of the grid and the sheet can be photocopied to accommodate the number of students in the class.

# Anecdotal or Observation Record

Subject: _____ Date: _____

Grade: _____

Activity _____ Teacher: _____

| Rating Scale<br>1: Shows limited understanding<br>2: Shows basic understanding<br>3: Shows general understanding<br>4: Shows comprehensive understanding<br><br>Student Names: | | | | General Comments: |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Tips for Writing Paragraphs

(Teacher Reference)

A paragraph is a group of sentences which deal with one topic. These sentences help the reader get a clear idea of the subject you are writing about.

## The Basic Parts of a Paragraph

A paragraph consists of three basic parts: the **topic sentence**, the **body** or middle part, and the **closing sentence:**

1. **The topic sentence** introduces what the paragraph is about - it introduces the subject. It also helps the reader focus on what is being discussed. The topic sentence should catch the reader's attention.
2. **The body** of the paragraph explains or describes in detail the subject. Ideas should be sequenced and well developed. Points should be listed before beginning to write.
3. **The closing sentence** summarizes the paragraph and leaves the reader with a final thought to consider.

Example: The Importance of Newspapers

| | |
|---|---|
| **Topic Sentence** | Newspaper stands are found in every country around the world. |
| **Body** | A newspaper is an important tool for communicating world and local information to many people. It has something of interest for all ages. By reading the newspaper, people gain knowledge about their community and world issues. |
| **Closing Sentence** | Newspapers come in many languages. It is hard to imagine what the world would be like without a newspaper. |

There are four types of paragraphs: **expository, descriptive, narrative,** and **persuasive.** Each type of paragraph is used for a different purpose.

## Writing an Expository Paragraph

An **expository** paragraph gives information or explains something in detail. It should include facts that help the reader understand the topic that is being discussed.

Steps for writing an expository paragraph:

1. The writer should choose a topic.
2. An interesting topic sentence is written at the beginning of the paragraph.
3. The body of the paragraph provides examples and explanations about the subject.
4. Finally, the paragraph ends with a closing idea that supports the topic sentence.

Example: Owning a Dog

Owning a dog can be a lot of work. First, you need to take care of the dog's needs. If it is hungry, you need to feed it. If it is thirsty, you need to give it water to drink. Second, a dog needs exercise even if it is cold or raining. Third, a dog always wants your attention, so you need to be willing to spend time with it each day. Dogs like to be under your feet all of the time. But then again, dogs are great company. So even though they are a lot of work, they really are "Man's Best Friend!"

## Writing a Descriptive Paragraph

A **descriptive** paragraph describes a person, place, thing, or event. When writing a descriptive paragraph, the writer should select words that encourage the reader to use his/her sense of smell, sight, sound, taste, or touch to better understand the topic.

Steps for writing a descriptive paragraph:
1. Choose a place, person, object, or event to describe.
2. Write a topic sentence that introduces the subject of the paragraph.
3. The body of the paragraph contains descriptive words that provide the reader with details about the subject. These words should appeal to the reader's sense of smell, sound, or sight.
4. The writer saves the most important details for the end of the paragraph. This final thought will act as the closing statement.

Example: Wonderland

Wonderland is one of my favourite places to visit in the summer. When I walk through the front entrance, I see a huge mountain in the background. Music is playing, people are talking, and children are laughing. Everywhere I look there is something to see. Every colour of the rainbow seems to be around. As I walk along, I smell the food from the outdoor vendors. The smell of hamburgers, fries, cotton candy, pizza, and popcorn makes my mouth water. The best thing, though, is the feel of the wind on my face as I speed through the air on the rides. Wonderland is soooo much fun!

## Writing a Narrative Paragraph

A **narrative** paragraph tells a story. This is the type of paragraph most students have had practice writing in class. Details are added to make the story more interesting or realistic.

Steps for writing a narrative paragraph:
1. Choose a topic with which the writer is familiar and/or feels comfortable writing about.
2. Write a sentence to introduce the topic.
3. The body should include interesting details about the topic.
4. The closing sentences should summarize what the paragraph was about.

## Writing a Persuasive Paragraph

A **persuasive** paragraph allows the writer to write an opinion about something. The writer tries to persuade the reader to support and agree with a given point of view.

Steps for writing a persuasive paragraph:
1. Choose a topic that can be written to express an opinion.
2. The opening sentence should introduce the topic and state the writer's opinion.
3. The body of the paragraph should give reasons why the writer feels a certain way.
4. The closing sentence should summarize the writer's viewpoint and opinion.

Example: Should Schools Recycle Juice Boxes?

> Every day around the country hundreds of empty juice boxes are thrown into the garbage. Some Canadian communities have established recycling programs where consumers can return empty juice boxes for money. There should be a recycling program like this in every community. This type of incentive program is very valuable for the environment and the consumer. Think of how much money could be raised in public schools every year from money generated by a program such as this one. In addition to having extra funds, schools would cut down on the amount of garbage thrown out each day. Recycling juice boxes is an environmentally friendly idea.

**Note to Teacher:** Teachers are encouraged to use these tips in a variety of ways. Suggested uses include:

1. Write each section on chart paper and post them around the classroom.
2. Make transparencies and present information on an overhead.
3. Write information on the board and have students record examples for reference.
4. Make photocopies and pass them out to students to keep as a reference tool.

There are books available for teachers about student writing. See the list of resources for some of these titles.

# Teacher Tips for Editing, Revising, and Conferencing

These are some tips that can help teachers and students understand the process involved when self- and peer revising, editing, and conferencing. This stage in the writing process begins after the first draft is completed.

## Revising

### A Making the first draft better

1. Reading over the first draft

Students are encouraged to read their first draft several times. Teachers could also suggest reading the draft out loud at least once. Students should look for parts that may need work and parts that were well written.

2. Reading over the draft with a friend

Students should share their writing with a friend. Their friend can tell them which parts they liked and make suggestions for consideration.

### B Making Changes - Revising

1. Look at the three main parts of the text. Students should ask themselves if they have a good beginning, middle, and end.

   Beginning: Students should consider if the beginning introduces or identifies the subject in an interesting way.

   Middle: Students look at the middle section to see if it explains, describes, and is related to the subject.

   Ending: The ending should summarize or conclude the piece of writing. It should be written in an interesting way.

2. Students should check for details. They should review their work to determine adequate use of descriptive words and details. The words that are used should appeal to the reader's senses and help them to create a mental image. Remind students that they are trying to "show" rather than just "tell" what is in the story.

Teachers should note that during this stage of the writing process, students are focusing on the 'meaning' of the story.

## Editing and Proofreading

Editing and proofreading are done after students have revised their rough draft. At this stage, students ensure that their writing is clear and correct.

During this final stage, students focus on the mechanics and conventions of writing–spelling, punctuation, and capitalization. Students concentrate on finding grammatical and structural errors. They should look at individual words, sentences, or phrases to ensure that they have correct punctuation, spelling, and capitalization. Students may ask peers, parents/guardians, or teachers to help them when proofreading.

## Conferencing with a Partner

Students can work with a partner (peer, parent/guardian, or teacher) to discuss ways in which they can make the story better. During the conference, students talk about the best parts of the story. They consider some new or additional ideas, look for mistakes, and fix problems.

Role of the Writer:

- The writer should have his/her writing sample ready to share. Conferencing can be done at different stages of the writing process.
- Writers should provide the listener with a brief summary of the piece of writing to help focus his/her attention.
- The writer reads the writing sample aloud.
- The writer listens to what the partner has to say without making judgments or negative comments. Writers may not always agree with all of the comments being made, but should consider everything that is being said.

Role of the Listener:

- Listeners should be attentive when the writer is speaking.
- They can jot down simple ideas and comments to be addressed during the discussion.
- They begin the discussion with a positive comment, e.g., share with the writer their favourite part of the writing.
- They can ask questions about areas that are not clear or are difficult to understand.
- When making comments, listeners should be sensitive and offer helpful suggestions, as opposed to criticizing the writing.

Conferencing can be done during each stage of the writing process. Some suggested ways of having students with a partner are:

1. Prewriting: During this stage, conferencing can assist students in choosing a topic or thinking of resources to gather information.
2. First Draft: As first drafts are being written, conferencing allows students to discuss the strengths of the writing and sections that are unclear or out of order.
3. Revising: Partners can help each other decide if the beginning of the writing is interesting, the middle is related to the topic, and the ending is clear. They can discuss and make suggestions about vocabulary used.
4. Editing and Proofreading: Students help each other identify any sentence errors, check that correct words have been used, and change any spelling or punctuation errors.

# Student Checklists for Writing

## Revising Checklist

### Is additional information needed?

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Do I have an interesting beginning? |
| ☐ | ☐ | Do I have all the important information and details? |
| ☐ | ☐ | Do I have to write an ending or make it better? |

### Does information have to be left out?

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Have I stayed on topic? |
| ☐ | ☐ | Have I repeated myself or included details that are not related? |

### Do I have to move any sections?

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Are my sentences in the best order? |
| ☐ | ☐ | Do any details, ideas, or information seem out of place or have to be moved? |

### Do I need to change or rewrite any parts?

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Are all my ideas presented clearly? |
| ☐ | ☐ | Have I included descriptive words and added details? |

### Sentences

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Did I write complete sentences that are clear and easy to understand? |
| ☐ | ☐ | Are my sentences different lengths? |
| ☐ | ☐ | Do my sentences begin with a variety of words? |

### Words

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Did I choose interesting words and do they add details to my writing? |
| ☐ | ☐ | Did I choose the correct words for my writing? |

# Editing and Proofreading Checklist

## Punctuation

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Does each sentence end with some form of punctuation? |
| ☐ | ☐ | Did I use commas and apostrophes appropriately? |
| ☐ | ☐ | Did I use quotation marks in the right places? |

## Capitalization

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Do all sentences begin with a capital letter? |
| ☐ | ☐ | Did I use capitals for proper names of people, places, or things? |

## Spelling

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Did I spell my words correctly? |
| ☐ | ☐ | Did I use a dictionary and thesaurus to check spelling and choose new words? |

# Student Planning Tips

1. To help you get started, jot down answers to these four key points.
Subject: What person, place, thing, or event are you going to write about?
Purpose: What is the purpose of the writing, e.g., is something being explained or described, etc.?
Form: What form of writing is appropriate, e.g., a letter, a paragraph, a story, etc?
Audience: Who are you writing this for? Who is going to read this piece of writing?

2. Now prepare to write a first draft. Here are some ways to organize ideas and plan the writing.
- Gather information from books, newspapers, movies, or the Internet.
- Talk to people about the topic. This could help you to come up with new ideas.
- Make a list about everything you know about the topic.
- If you are writing a narrative, ask yourself the following questions: Who are the main characters? What are they doing or what is going to happen? What is the setting? When does it take place? Why do things happen the way they do?
- Use story maps or collection charts to help organize your thoughts.

3. Next, plan how to start writing the piece. The beginning is very important because it tells what the writing is about in an interesting way. Consider beginning with an interesting fact, quote, or thought-provoking question.

4. Once the beginning is completed, continue writing. Try to get as many ideas down as possible. There will be time later to make changes and revise and edit your work. When stuck for new ideas, read over what is written, look back to the four key points in #1, or refer to any previously completed lists, charts or story maps.

# KWL Chart

| KWL Chart: What is a newspaper? | | |
|---|---|---|
| **What do we know?** | **What do we want to learn?** | **What did we learn?** |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Grade 3 Checklist for News Article

| Student Names<br><br>**Criterion** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Headline catches reader's attention. | | | | | | | | | | | |
| Paragraphs answer questions Who, What, When, Why, and How. | | | | | | | | | | | |
| Focuses on facts rather than opinion. | | | | | | | | | | | |
| Information is well organized and relevant to topic. | | | | | | | | | | | |
| Uses vocabulary appropriate to topic. | | | | | | | | | | | |
| Uses capitals, periods appropriately. | | | | | | | | | | | |
| Uses subject-verb agreement. | | | | | | | | | | | |
| Uses a variety of sources to check spelling of unfamiliar words. | | | | | | | | | | | |

General Comments/Teacher Notes: _____

_____

_____

# Grade 4 Checklist for News Article

| Student Names<br><br>**Criterion** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Headline catches reader's attention. | | | | | | | | | | |
| Paragraph answers questions Who, What, When, Why, and How. | | | | | | | | | | |
| Focuses on facts rather than opinion. | | | | | | | | | | |
| Information is well organized and relevant to the topic. | | | | | | | | | | |
| Uses connecting words correctly to link ideas between paragraphs. | | | | | | | | | | |
| Introduces vocabulary from other subject areas. | | | | | | | | | | |
| Uses verb tense correctly and appropriately. | | | | | | | | | | |
| Uses punctuation accurately. | | | | | | | | | | |
| Uses a dictionary, thesaurus or spellcheck to confirm spelling. | | | | | | | | | | |

General Comments/Teacher Notes: _____

_____

_____

# Writing a Letter to the Editor

## Format for writing a "Letter to the Editor"

Sender's Address

Date

Editor's Name
Newspaper
Address

Dear Editor:

-The first paragraph focuses on conveying your feeling and opinions to the reader.
-Paragraph two states important facts about your feelings and opinions.
-The final paragraph asks for some type of change to take place.

Yours truly,
Name
Title

## Example of a "Letter to the Editor"

Sender's Address

January 23, 1854

Mr. Brown
The Local Newspaper
Somewhere In Ontario

Dear Mr. Brown:

I am a teacher who is writing to you because I feel that women in my profession should be allowed to get married. I feel that married life will only enhance my abilities in the classroom.

Generally, people who are married are happier. Therefore, if I am happier in my personal life, I will be able to bring this happiness to my students. Teachers are also known to be very well organized. I feel that I could combine a good balance between my personal life and my professional life.

If any other teacher or reader feels the way that I do, please contact the Board of Education. Change is important.

Yours truly,
Miss Organized
Teacher

BLM 4.2

# Grade 3 Checklist for Writing Letters to the Editor

| Student Names<br><br>**Criterion** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Letter follows correct form as outlined. | | | | | | | | | | | |
| First paragraph states the feeling and opinion of the writer. | | | | | | | | | | | |
| Second paragraph gives important facts. | | | | | | | | | | | |
| Final paragraph suggests action to be taken. | | | | | | | | | | | |
| Information is well organized and relevant to topic. | | | | | | | | | | | |
| New words from readings are incorporated into writing. | | | | | | | | | | | |
| Subject-verb agreement is used. | | | | | | | | | | | |
| Punctuation is used correctly. | | | | | | | | | | | |
| A variety of resources are used to check spelling of unfamiliar words. | | | | | | | | | | | |

General Comments/Teacher Notes: _____

_____

_____

# Grade 4 Checklist for Writing Letters to the Editor

| Student Names<br><br>**Criterion** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Letter follows correct form as outlined. | | | | | | | | | | | | | | |
| First paragraph states the feeling and opinion of the writer. | | | | | | | | | | | | | | |
| Second paragraph gives important facts. | | | | | | | | | | | | | | |
| Final paragraph suggests action to be taken. | | | | | | | | | | | | | | |
| Information is well organized and relevant to topic. | | | | | | | | | | | | | | |
| Punctuation is used correctly. | | | | | | | | | | | | | | |
| Connecting words are used correctly to link ideas in a paragraph. | | | | | | | | | | | | | | |
| Verb tenses are correct and appropriate. | | | | | | | | | | | | | | |
| A dictionary, thesaurus or spell check is used to confirm spelling. | | | | | | | | | | | | | | |

General Comments/Teacher Notes: _____

_____

BLM 5.1

# Grade 3 - Compare and Contrast Chart

Name: _____

List activities that families might do for enjoyment in leisure time today.
Then list activities that would have been done in leisure time during pioneer times.

| Present Day | Pioneer Times |
|---|---|
| | |

What are some similarities that you noticed?_____

_____

_____

What are some differences that you noticed?_____

_____

_____

What pioneer activity would you like to take part in?_____

_____

_____

Why?_____

_____

_____

# Grade 4 - Compare and Contrast Chart

Name: _____

List activities that families might do for enjoyment in leisure time today.
Then list activities that would have been done in leisure time during medieval times.

| Present Day | Medieval Times |
|---|---|
| | |

What are some similarities that you noticed?_____

_____

_____

What are some differences that you noticed?_____

_____

_____

What medieval activity would you like to take part in?_____

_____

_____

Why?_____

_____

_____

# Grade 3 Checklist for Group Work

| Student Names | **Contributes appropriate ideas to the group** | **Listens to the ideas of others** | **Follows directions** | **Rephrases to clarify ideas** | **Applies the rules for working with others** | Uses appropriate tone of voice, volume, and gestures | Comments |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

# Grade 4 Checklist for Group Work

| Student Names | **Contributes ideas to the group** | **Expresses and responds to ideas and opinions of others concisely and clearly** | **Listens to others and stays on topic** | **Uses some vocabulary from other subject areas** | **Works constructively in the group** | Uses appropriate tone of voice and gestures | Comment |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

BLM 6.1

# Observation Checklist

Student Name: _____ Date: _____

**During mime activities student;**

_____ works cooperatively

_____ uses gestures and actions to act out a sport effectively

_____ actively participates

_____ remains on task

_____ solves problems

_____ listens to others

General Comments:

_____

_____

**During research activities student;**

_____ reads independently

_____ uses a variety of reading strategies

_____ records relevant information

_____ reads to locate information

_____ identifies and restates the main idea of a piece of writing

_____ cites supporting details

General Comments:

_____

_____

**When peer editing student;**

_____ shows understanding of the writing process

_____ edits for meaning, grammar, spelling, and punctuation

_____ works cooperatively

_____ offers positive feedback

_____ uses feedback from peers and teacher

_____ brings story to final draft

General Comments:

_____

_____

# Grade 3 Checklist for Persuasive Paragraph

| Student Names<br><br>**Criterion** | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Topic sentence states writer's opinion and introduces topic. | | | | | | | | | | | | | |
| Body of paragraph gives reasons for writer's opinion. | | | | | | | | | | | | | |
| Closing idea summarizes writer's viewpoint and opinion. | | | | | | | | | | | | | |
| Writer expresses personal experiences. | | | | | | | | | | | | | |
| Information is well organized and relevant to the topic. | | | | | | | | | | | | | |
| Words that are most appropriate for their purpose are chosen. | | | | | | | | | | | | | |
| Use of nouns, verbs, adjectives and adverbs are correct. | | | | | | | | | | | | | |
| Work is revised and edited with feedback from teacher/peers. | | | | | | | | | | | | | |

General Comments/Teacher Notes: _____

_____

# Grade 4 Checklist for Persuasive Paragraph

| Student Names<br><br>**Criterion** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Topic sentence states writer's opinion and introduces topic. | | | | | | | | | | | |
| Body of paragraph gives reasons for writer's opinion. | | | | | | | | | | | |
| Closing idea summarizes writer's viewpoint and opinion. | | | | | | | | | | | |
| Writer expresses personal experiences. | | | | | | | | | | | |
| Information is well organized and relevant to topic. | | | | | | | | | | | |
| Words that are most effective for their purpose are chosen. | | | | | | | | | | | |
| Connecting words are used correctly to link ideas in a paragraph. | | | | | | | | | | | |
| Work is revised and edited with feedback from teacher/peers. | | | | | | | | | | | |

General Comments/Teacher Notes: _____

_____

_____

# Criteria for Writing Comics

(Teacher Reference)

## Getting Started

Students decide:
- what kind of comic they want to create;
- who the story is being written for;
- who will be the main character;
- where the story will take place;
- what will happen.

Students may want to use a form of graphic organizer to record this information.

## The First Draft

The first stage is to create a storyboard. The storyboard should be at least six frames in length. The frames may go either across or straight up and down.
Students sketch what is going to happen in each frame and write a simple explanation for each. The sketching should be done in pencil as there will probably be a number of changes. A suggested format is as follows;

- Frames 1 and 2: Introduce characters and setting.
- Frames 3 and 4: Introduce the problem.
- Frames 5 and 6: The problem is resolved.

Next, students decide on how the illustrations are going to be presented. It is important to draw close-up shots as well as shots from a distance. Examine comic strips to see the variety of perspectives that are used.

During the next stage, students think about adding details. They consider things like what types of facial expressions or sound effects are required. Students should try to incorporate symbols into their comics, e.g., hearts to represent love or light bulbs to show a new idea.

Students decide on what words are going to be used. Students should know how to use both speech and thought bubbles. Rather than using a speech in each frame, students may want to write sentences at the bottom of each frame.

## Revise and Edit

Once the storyboard is finished, it is time to revise and edit. This can be done with a partner or alone. Work is proofread for spelling, punctuation, and grammar.

## Creating the Comic

Once revisions are completed the comic can be created. Pictures are completed with detail and text is neatly transcribed into each frame.

**Review Tips for Students**

***Is there a main character?***
***Does the story have a beginning, middle and an end?***
***Are my pictures drawn from different perspectives?***
***Have sound words, facial expressions or symbols been used to convey meaning?***
***Were speech bubbles used properly?***
***Are my pictures detailed?***
***Are my pictures large enough and clearly drawn?***

# Tips for Creating Comic Strips

To make a great comic strip follow these steps:

1. Think about the story you want to tell. Think about who you want to tell it to.
2. Divide your paper into at least six parts or frames to create a storyboard.

| | | |
|---|---|---|
| 1. Introduction | 2. | 3. Problem |
| 4. | 5. Solution | 6. Conclusion |

3. Decide how you want to show each frame, e. g., from a distance, close-up.

4. Add details to your illustrations.
a) Draw the main character or characters.
b) Create characters' faces to show emotion and give them personality. Four features of a face that often show emotions are eyes, eyebrows, eyelids and mouth.
c) Think about the scenery. Background details help create an atmosphere.
d) Decide if you want to add sound effects (SPLAT!!!!) or symbols (a heart to represent love).

5. Add your text. Text can be in captions at the bottom of the frame or in speech and thought bubbles to show characters talking aloud or thoughts.

6. Check your work for meaning, spelling, grammar, and punctuation. You may want to get a friend to help you make revisions and edit.

# Advertising
## (Teacher Reference)

Advertisements are everywhere. On a daily basis we are exposed to a variety of advertising techniques. When advertisers are creating an ad they are trying to: a) promote or sell a product, b) present a viewpoint concerning an issue, c) inform the reader of an event or service. Some features and characteristics of each type of advertising technique are presented below.

a) Promoting a Product

Advertisers create logos and jingles to promote a product. Students should be aware that this is a very powerful selling technique. Logos are a visual link to a specific product. When a person sees this logo they associate it with a certain company or product. Clothing companies use this technique frequently to provide them with free advertising. Jingles are an auditory link to a certain product. Upon hearing a certain jingle, people often visualize the product.

Creating Illusions

Advertisers often create illusions to promote a product. They rely heavily on human emotions and/or experiences. Often everyday items perform unrealistic tasks, such as cats asking for a particular brand of food, or a piece of paper towel washing a whole floor. The advertiser is trying to sell a product which will supposedly enhance our lifestyle and/or change our image.

b) Convincing the Reader

Advertisers may also use advertising to promote a particular point of view, to sway public opinion concerning an issue, or change a person's behaviour. Many of these ads take a stand with which most readers will agree, e.g., not drinking and driving or fire safety. Some of these ads may be used to promote one individual's or one group's viewpoint as in political ads or public health messages. These types of ads are geared to reaching a specific audience, and readers must keep in mind which source or organization is promoting this ad.

c) Informing the Reader

Advertising also informs the public about upcoming events such as sales, grand openings, or new products by providing facts.

# Advertising
## (Teacher Reference)

Advertisements have one main purpose (to sell a product or a service) and it is important that the consumer remains aware of this.

Teachers may want to initiate discussion about the following points:
- what logos convey about the product;
- what first impressions logos create;
- where logos are seen;
- what some familiar logos or jingles are;
- the source of an ad;
- what audience is trying to be reached;
- what the position or viewpoint of the ad is;
- what kind of opinion or action they are trying to get from the public;
- what type of attention-grabbing or persuasive words were used;
- how an ad affects emotions;
- if the events really could take place;
- what the ad promises;
- the advertising technique's effectiveness;
- the characteristics of their favourite ad.

# Characteristics of Advertisements

Advertisements may:

- have a title;
- use phrases that look like complete sentences;
- have a theme;
- rely heavily on visuals;
- appeal to emotions instead of intellect;
- include jingles or logos;
- be designed for a particular audience;
- represent a particular viewpoint or opinion.

# Self-Assessment

**Name:**_____

**Thinking About My Learning**

Complete the sentences.

1. Two facts I learned in this unit are _____

_____

_____

2. I was good at _____

3. Choose one piece of writing you are proud of. Give at least two good reasons for choosing this piece.

Title of piece:_____

Reasons for selecting it:

_____

_____

4. Choose one piece of writing you found difficult to complete. Give some reasons why you found it difficult to complete.

Title of piece: _____

I found this difficult because _____

_____

5. I would like to know more about _____

6. I would like to get better at _____

_____

Which of the following things could help you improve your learning?

____ reread my work

____ work with a partner

____ add more detail

____ take more time to illustrate my work

____ think about what I have written - does it make sense? look right? sound right?

____ ask for help

____ listen to what others have to say about my work

____ work cooperatively in a group

____ other _____

7. If you really were a newspaper editor, for which section would you want to write? Explain. _____

_____

8. Write a brief summary of what you learned.

_____

_____

_____

_____

_____

# Read All About It

## Language An Integrated Unit for Grade 3/4

| | | Selected | Assessed |
|---|---|---|---|
| **English Language---Writing** | | | |
| ☐ 3e1 | • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event); | 1 | 8 |
| ☐ 3e2 | • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes); | | 2 |
| ☐ 3e3 | • organize information into short paragraphs that contain a main idea and related details; | 1 | 3 |
| ☐ 3e7 | • revise and edit their work, using feedback from the teacher and their peers; | | 2 |
| ☐ 3e9 | • use and spell correctly the vocabulary appropriate for this grade level; | 1 | 1 |
| ☐ 3e10 | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). | | 3 |
| ☐ 3e12 | – correctly use nouns, verbs, adjectives, and adverbs; | 1 | |
| ☐ 3e22 | – introduce new words from their reading into their writing; | | 1 |
| ☐ 3e23 | – choose words that are most appropriate for their purpose (e.g., to express a feeling); | | 4 |
| ☐ 3e26 | – use visual material to reinforce a message (e.g., a photograph of an object they are describing); | | 1 |
| ☐ 3e27 | – select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart); | | 2 |
| **English Language---Reading** | | | |
| ☐ 3e31 | • read independently, using a variety of reading strategies; | 1 | |
| ☐ 3e36 | – identify and restate the main idea in a piece of writing, and cite supporting details; | 1 | |
| ☐ 3e42 | – identify and describe different forms of writing (e.g., poems, stories, plays); | 1 | |
| ☐ 3e49 | – identify various conventions of formal texts and use them to find information (e.g., table of contents, chapter titles, headings, index, glossary, charts, graphs). | | 1 |
| **English Language---Oral and Visual Communication** | | | |
| ☐ 3e54 | • apply the rules for working with others; | | 1 |
| ☐ 3e55 | • view, read, and listen to media works that convey messages or information and talk about what they have learned; | | 1 |
| ☐ 3e56 | • create a variety of simple media works; | | 3 |
| ☐ 3e63 | – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others; | 1 | 2 |
| ☐ 3e64 | – identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials; | | 2 |
| **The Arts---Visual Arts** | | | |
| ☐ 3a33 | – solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background); | | 1 |
| **The Arts---Drama & Dance** | | | |
| ☐ 3a49 | – demonstrate the ability to concentrate while in role in drama and dance (e.g., during an improvisation; while performing a dance); | 1 | |
| ☐ 3a50 | – recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (e.g., real-life situations, the scientific concept of magnetic force); | 1 | |
| **Social Studies---HC: Pioneer Life** | | | |
| ☐ 3z14 | – describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement. | 2 | |
| ☐ 3z24 | – compare and contrast the lives (e.g., daily routines) of pioneer and present-day children of similar ages; | 1 | |
| **Social Studies---CWC: Urban and Rural Communities** | | | |
| ☐ 3z33 | • demonstrate awareness of the possible similarities and differences among people, places, and environments. | 1 | |
| ☐ 3z49 | – compare the characteristics of their community to those of a different community (e.g., with respect to density, services, recreation); | 1 | |
| **English Language---Writing** | | | |
| ☐ 4e1 | • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); | | 5 |
| ☐ 4e2 | • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information); | | 2 |
| ☐ 4e3 | • organize and develop ideas using paragraphs (e.g., to tell a story); | | 5 |
| ☐ 4e5 | • produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing; | | 1 |

# Read All About It

## Language An Integrated Unit for Grade 3/4

| | | Selected | Assessed |
|---|---|---|---|
| ☐ 4e6 | • produce media texts using writing and materials from other media (e.g., a cartoon); | | 2 |
| ☐ 4e7 | • revise and edit their work, using feedback from the teacher and their peers; | | 3 |
| ☐ 4e9 | • use and spell correctly the vocabulary appropriate for this grade level; | | 1 |
| ☐ 4e10 | • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). | | 3 |
| ☐ 4e15 | – use connecting words (e.g., also, finally, after, but) correctly to link ideas in a paragraph; | 1 | |
| ☐ 4e20 | – introduce vocabulary from other subject areas into their writing; | 1 | 1 |
| ☐ 4e22 | – choose words that are most effective for their purpose (e.g., to describe vividly); | 1 | 2 |
| ☐ 4e24 | – use proper form for paragraphs (e.g., indentation, spacing, margins); | | 4 |
| ☐ 4e25 | – label and use pictures and diagrams appropriately; | 1 | 1 |

### English Language---Reading

| | | | |
|---|---|---|---|
| ☐ 4e29 | • read independently, using a variety of reading strategies; | 1 | |
| ☐ 4e49 | – understand specialized terms in different subject areas (e.g., science, technology); | 1 | |

### English Language---Oral and Visual Communication

| | | | |
|---|---|---|---|
| ☐ 4e54 | • communicate a main idea about a topic and describe a short sequence of events; | | 1 |
| ☐ 4e55 | • express and respond to ideas and opinions concisely and clearly; | | 1 |
| ☐ 4e58 | • identify several types of media works and some techniques used in them; | 1 | |
| ☐ 4e59 | • analyse media works; | 1 | |
| ☐ 4e60 | • create media works; | 1 | |
| ☐ 4e64 | – use appropriate tone of voice and gestures in social and classroom activities; | 1 | 1 |
| ☐ 4e65 | – present information to their peers in a focused and organized form on a topic of mutual interest; | 1 | 1 |
| ☐ 4e66 | – listen to others and stay on topic in group discussion; | | 1 |
| ☐ 4e67 | – use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions); | | 1 |
| ☐ 4e69 | – identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts); | 1 | |

### The Arts---Visual Arts

| | | | |
|---|---|---|---|
| ☐ 4a42 | – solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their colour choices); | | 1 |

### The Arts---Drama & Dance

| | | | |
|---|---|---|---|
| ☐ 4a64 | – demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, using different levels, a specific focus, facial expressions, and symbols to convey meaning); | 1 | |

### Social Studies---HC: Medieval Times

| | | | |
|---|---|---|---|
| ☐ 4z5 | – describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants); | 1 | |
| ☐ 4z11 | – use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations; | 1 | |
| ☐ 4z16 | – communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings. | 1 | |
| ☐ 4z17 | – compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government); | 1 | |

# Read All About It

## Language An Integrated Unit for Grade 3/4

## Expectation Summary

Selected Assessed

### English Language

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3e1 | 1 | 8 | 3e2 | | 2 | 3e3 | 1 | 3 | 3e4 | | 3e5 | | 3e6 | | 3e7 | 2 | 3e8 | | 3e9 | 1 | 1 | 3e10 | |
| 3e11 | | | 3e12 | 1 | | 3e13 | | | 3e14 | | 3e15 | | 3e16 | | 3e17 | | 3e18 | | 3e19 | | | 3e20 | |
| 3e21 | | | 3e22 | | 1 | 3e23 | | 4 | 3e24 | | 3e25 | | 3e26 | 1 | 3e27 | 2 | 3e28 | | 3e29 | | | 3e30 | |
| 3e31 | 1 | | 3e32 | | | 3e33 | | | 3e34 | | 3e35 | | 3e36 | 1 | 3e37 | | 3e38 | | 3e39 | | | 3e40 | |
| 3e41 | | | 3e42 | 1 | | 3e43 | | | 3e44 | | 3e45 | | 3e46 | | 3e47 | | 3e48 | | 3e49 | | 1 | 3e50 | |
| 3e51 | | | 3e52 | | | 3e53 | | | 3e54 | 1 | 3e55 | 1 | 3e56 | 3 | 3e57 | | 3e58 | | 3e59 | | | 3e60 | |
| 3e61 | | | 3e62 | | | 3e63 | 1 | 2 | 3e64 | 2 | 3e65 | | 3e66 | | | | | | | | | | |

### Mathematics

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3m1 | | | 3m2 | | | 3m3 | | | 3m4 | | 3m5 | | 3m6 | | 3m7 | | 3m8 | | 3m9 | | | 3m10 | |
| 3m11 | | | 3m12 | | | 3m13 | | | 3m14 | | 3m15 | | 3m16 | | 3m17 | | 3m18 | | 3m19 | | | 3m20 | |
| 3m21 | | | 3m22 | | | 3m23 | | | 3m24 | | 3m25 | | 3m26 | | 3m27 | | 3m28 | | 3m29 | | | 3m30 | |
| 3m31 | | | 3m32 | | | 3m33 | | | 3m34 | | 3m35 | | 3m36 | | 3m37 | | 3m38 | | 3m39 | | | 3m40 | |
| 3m41 | | | 3m42 | | | 3m43 | | | 3m44 | | 3m45 | | 3m46 | | 3m47 | | 3m48 | | 3m49 | | | 3m50 | |
| 3m51 | | | 3m52 | | | 3m53 | | | 3m54 | | 3m55 | | 3m56 | | 3m57 | | 3m58 | | 3m59 | | | 3m60 | |
| 3m61 | | | 3m62 | | | 3m63 | | | 3m64 | | 3m65 | | 3m66 | | 3m67 | | 3m68 | | 3m69 | | | 3m70 | |
| 3m71 | | | 3m72 | | | 3m73 | | | 3m74 | | 3m75 | | 3m76 | | 3m77 | | 3m78 | | 3m79 | | | 3m80 | |
| 3m81 | | | 3m82 | | | 3m83 | | | 3m84 | | 3m85 | | 3m86 | | 3m87 | | 3m88 | | 3m89 | | | 3m90 | |
| 3m91 | | | 3m92 | | | 3m93 | | | 3m94 | | 3m95 | | 3m96 | | 3m97 | | 3m98 | | 3m99 | | | 3m100 | |
| 3m101 | | | 3m102 | | | 3m103 | | | 3m104 | | 3m105 | | 3m106 | | | | | | | | | | |

### Science and Technology

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3s1 | | | 3s2 | | | 3s3 | | | 3s4 | | 3s5 | | 3s6 | | 3s7 | | 3s8 | | 3s9 | | | 3s10 | |
| 3s11 | | | 3s12 | | | 3s13 | | | 3s14 | | 3s15 | | 3s16 | | 3s17 | | 3s18 | | 3s19 | | | 3s20 | |
| 3s21 | | | 3s22 | | | 3s23 | | | 3s24 | | 3s25 | | 3s26 | | 3s27 | | 3s28 | | 3s29 | | | 3s30 | |
| 3s31 | | | 3s32 | | | 3s33 | | | 3s34 | | 3s35 | | 3s36 | | 3s37 | | 3s38 | | 3s39 | | | 3s40 | |
| 3s41 | | | 3s42 | | | 3s43 | | | 3s44 | | 3s45 | | 3s46 | | 3s47 | | 3s48 | | 3s49 | | | 3s50 | |
| 3s51 | | | 3s52 | | | 3s53 | | | 3s54 | | 3s55 | | 3s56 | | 3s57 | | 3s58 | | 3s59 | | | 3s60 | |
| 3s61 | | | 3s62 | | | 3s63 | | | 3s64 | | 3s65 | | 3s66 | | 3s67 | | 3s68 | | 3s69 | | | 3s70 | |
| 3s71 | | | 3s72 | | | 3s73 | | | 3s74 | | 3s75 | | 3s76 | | 3s77 | | 3s78 | | 3s79 | | | 3s80 | |
| 3s81 | | | 3s82 | | | 3s83 | | | 3s84 | | 3s85 | | 3s86 | | 3s87 | | 3s88 | | 3s89 | | | 3s90 | |
| 3s91 | | | 3s92 | | | 3s93 | | | 3s94 | | 3s95 | | 3s96 | | 3s97 | | 3s98 | | 3s99 | | | 3s100 | |
| 3s101 | | | 3s102 | | | 3s103 | | | 3s104 | | 3s105 | | 3s106 | | 3s107 | | 3s108 | | 3s109 | | | 3s110 | |
| 3s111 | | | 3s112 | | | 3s113 | | | 3s114 | | | | | | | | | | | | | | |

### Social Studies

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3z1 | | | 3z2 | | | 3z3 | | | 3z4 | | 3z5 | | 3z6 | | 3z7 | | 3z8 | | 3z9 | | | 3z10 | |
| 3z11 | | | 3z12 | | | 3z13 | | | 3z14 | 2 | 3z15 | | 3z16 | | 3z17 | | 3z18 | | 3z19 | | | 3z20 | |
| 3z21 | | | 3z22 | | | 3z23 | | | 3z24 | 1 | 3z25 | | 3z26 | | 3z27 | | 3z28 | | 3z29 | | | 3z30 | |
| 3z31 | | | 3z32 | | | 3z33 | 1 | | 3z34 | | 3z35 | | 3z36 | | 3z37 | | 3z38 | | 3z39 | | | 3z40 | |
| 3z41 | | | 3z42 | | | 3z43 | | | 3z44 | | 3z45 | | 3z46 | | 3z47 | | 3z48 | | 3z49 | 1 | | 3z50 | |
| 3z51 | | | | | | | | | | | | | | | | | | | | | | | |

### Health & Physical Education

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3p1 | | | 3p2 | | | 3p3 | | | 3p4 | | 3p5 | | 3p6 | | 3p7 | | 3p8 | | 3p9 | | | 3p10 | |
| 3p11 | | | 3p12 | | | 3p13 | | | 3p14 | | 3p15 | | 3p16 | | 3p17 | | 3p18 | | 3p19 | | | 3p20 | |
| 3p21 | | | 3p22 | | | 3p23 | | | 3p24 | | 3p25 | | 3p26 | | 3p27 | | 3p28 | | 3p29 | | | 3p30 | |
| 3p31 | | | 3p32 | | | 3p33 | | | 3p34 | | 3p35 | | 3p36 | | 3p37 | | 3p38 | | 3p39 | | | | |

### The Arts

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3a1 | | | 3a2 | | | 3a3 | | | 3a4 | | 3a5 | | 3a6 | | 3a7 | | 3a8 | | 3a9 | | | 3a10 | |
| 3a11 | | | 3a12 | | | 3a13 | | | 3a14 | | 3a15 | | 3a16 | | 3a17 | | 3a18 | | 3a19 | | | 3a20 | |
| 3a21 | | | 3a22 | | | 3a23 | | | 3a24 | | 3a25 | | 3a26 | | 3a27 | | 3a28 | | 3a29 | | | 3a30 | |
| 3a31 | | | 3a32 | | | 3a33 | | 1 | 3a34 | | 3a35 | | 3a36 | | 3a37 | | 3a38 | | 3a39 | | | 3a40 | |
| 3a41 | | | 3a42 | | | 3a43 | | | 3a44 | | 3a45 | | 3a46 | | 3a47 | | 3a48 | | 3a49 | 1 | | 3a50 | 1 |
| 3a51 | | | 3a52 | | | 3a53 | | | 3a54 | | 3a55 | | 3a56 | | 3a57 | | 3a58 | | 3a59 | | | 3a60 | |
| 3a61 | | | 3a62 | | | | | | | | | | | | | | | | | | | | |

# Read All About It

## Language An Integrated Unit for Grade 3/4

## Expectation Summary

Selected Assessed

### English Language

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4e1 | 5 | 4e2 | 2 | 4e3 | 5 | 4e4 | | 4e5 | 1 | 4e6 | 2 | 4e7 | 3 | 4e8 | | 4e9 | 1 | 4e10 | 3 |
| 4e11 | | 4e12 | | 4e13 | | 4e14 | | 4e15 | 1 | 4e16 | | 4e17 | | 4e18 | | 4e19 | | 4e20 | 1 | 1 |
| 4e21 | | 4e22 | 1 2 | 4e23 | | 4e24 | 4 | 4e25 | 1 1 | 4e26 | | 4e27 | | 4e28 | | 4e29 | 1 | 4e30 | | |
| 4e31 | | 4e32 | | 4e33 | | 4e34 | | 4e35 | | 4e36 | | 4e37 | | 4e38 | | 4e39 | | 4e40 | | |
| 4e41 | | 4e42 | | 4e43 | | 4e44 | | 4e45 | | 4e46 | | 4e47 | | 4e48 | | 4e49 | 1 | 4e50 | | |
| 4e51 | | 4e52 | | 4e53 | | 4e54 | 1 | 4e55 | 1 | 4e56 | | 4e57 | | 4e58 | 1 | 4e59 | 1 | 4e60 | 1 | |
| 4e61 | | 4e62 | | 4e63 | | 4e64 | 1 1 | 4e65 | 1 1 | 4e66 | 1 | 4e67 | 1 | 4e68 | | 4e69 | 1 | 4e70 | | |

### French as a Second Language

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4f1 | | 4f2 | | 4f3 | | 4f4 | | 4f5 | | 4f6 | | 4f7 | | 4f8 | | 4f9 | | 4f10 | | | | | |
| 4f11 | | 4f12 | | 4f13 | | 4f14 | | 4f15 | | 4f16 | | 4f17 | | 4f18 | | 4f19 | | 4f20 | | | | | |

### Mathematics

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4m1 | | 4m2 | | 4m3 | | 4m4 | | 4m5 | | 4m6 | | 4m7 | | 4m8 | | 4m9 | | 4m10 | | | | | |
| 4m11 | | 4m12 | | 4m13 | | 4m14 | | 4m15 | | 4m16 | | 4m17 | | 4m18 | | 4m19 | | 4m20 | | | | | |
| 4m21 | | 4m22 | | 4m23 | | 4m24 | | 4m25 | | 4m26 | | 4m27 | | 4m28 | | 4m29 | | 4m30 | | | | | |
| 4m31 | | 4m32 | | 4m33 | | 4m34 | | 4m35 | | 4m36 | | 4m37 | | 4m38 | | 4m39 | | 4m40 | | | | | |
| 4m41 | | 4m42 | | 4m43 | | 4m44 | | 4m45 | | 4m46 | | 4m47 | | 4m48 | | 4m49 | | 4m50 | | | | | |
| 4m51 | | 4m52 | | 4m53 | | 4m54 | | 4m55 | | 4m56 | | 4m57 | | 4m58 | | 4m59 | | 4m60 | | | | | |
| 4m61 | | 4m62 | | 4m63 | | 4m64 | | 4m65 | | 4m66 | | 4m67 | | 4m68 | | 4m69 | | 4m70 | | | | | |
| 4m71 | | 4m72 | | 4m73 | | 4m74 | | 4m75 | | 4m76 | | 4m77 | | 4m78 | | 4m79 | | 4m80 | | | | | |
| 4m81 | | 4m82 | | 4m83 | | 4m84 | | 4m85 | | 4m86 | | 4m87 | | 4m88 | | 4m89 | | 4m90 | | | | | |
| 4m91 | | 4m92 | | 4m93 | | 4m94 | | 4m95 | | 4m96 | | 4m97 | | 4m98 | | 4m99 | | 4m100 | | | | | |
| 4m101 | | 4m102 | | 4m103 | | 4m104 | | 4m105 | | 4m106 | | 4m107 | | 4m108 | | 4m109 | | 4m110 | | | | | |
| 4m111 | | 4m112 | | 4m113 | | 4m114 | | 4m115 | | 4m116 | | 4m117 | | 4m118 | | 4m119 | | | | | | | |

### Science and Technology

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4s1 | | 4s2 | | 4s3 | | 4s4 | | 4s5 | | 4s6 | | 4s7 | | 4s8 | | 4s9 | | 4s10 | | | | | |
| 4s11 | | 4s12 | | 4s13 | | 4s14 | | 4s15 | | 4s16 | | 4s17 | | 4s18 | | 4s19 | | 4s20 | | | | | |
| 4s21 | | 4s22 | | 4s23 | | 4s24 | | 4s25 | | 4s26 | | 4s27 | | 4s28 | | 4s29 | | 4s30 | | | | | |
| 4s31 | | 4s32 | | 4s33 | | 4s34 | | 4s35 | | 4s36 | | 4s37 | | 4s38 | | 4s39 | | 4s40 | | | | | |
| 4s41 | | 4s42 | | 4s43 | | 4s44 | | 4s45 | | 4s46 | | 4s47 | | 4s48 | | 4s49 | | 4s50 | | | | | |
| 4s51 | | 4s52 | | 4s53 | | 4s54 | | 4s55 | | 4s56 | | 4s57 | | 4s58 | | 4s59 | | 4s60 | | | | | |
| 4s61 | | 4s62 | | 4s63 | | 4s64 | | 4s65 | | 4s66 | | 4s67 | | 4s68 | | 4s69 | | 4s70 | | | | | |
| 4s71 | | 4s72 | | 4s73 | | 4s74 | | 4s75 | | 4s76 | | 4s77 | | 4s78 | | 4s79 | | 4s80 | | | | | |
| 4s81 | | 4s82 | | 4s83 | | 4s84 | | 4s85 | | 4s86 | | 4s87 | | 4s88 | | 4s89 | | 4s90 | | | | | |
| 4s91 | | 4s92 | | 4s93 | | 4s94 | | 4s95 | | 4s96 | | 4s97 | | 4s98 | | 4s99 | | 4s100 | | | | | |
| 4s101 | | 4s102 | | 4s103 | | 4s104 | | 4s105 | | 4s106 | | 4s107 | | 4s108 | | 4s109 | | 4s110 | | | | | |
| 4s111 | | 4s112 | | 4s113 | | 4s114 | | 4s115 | | 4s116 | | 4s117 | | 4s118 | | 4s119 | | 4s120 | | | | | |
| 4s121 | | 4s122 | | 4s123 | | | | | | | | | | | | | | | | | | | |

### Social Studies

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4z1 | | 4z2 | | 4z3 | | 4z4 | | 4z5 | 1 | 4z6 | | 4z7 | | 4z8 | | 4z9 | | 4z10 | | | | | |
| 4z11 | 1 | 4z12 | | 4z13 | | 4z14 | | 4z15 | | 4z16 | 1 | 4z17 | 1 | 4z18 | | 4z19 | | 4z20 | | | | | |
| 4z21 | | 4z22 | | 4z23 | | 4z24 | | 4z25 | | 4z26 | | 4z27 | | 4z28 | | 4z29 | | 4z30 | | | | | |
| 4z31 | | 4z32 | | 4z33 | | 4z34 | | 4z35 | | 4z36 | | 4z37 | | 4z38 | | 4z39 | | 4z40 | | | | | |
| 4z41 | | 4z42 | | 4z43 | | 4z44 | | 4z45 | | 4z46 | | 4z47 | | 4z48 | | 4z49 | | 4z50 | | | | | |
| 4z51 | | 4z52 | | 4z53 | | 4z54 | | 4z55 | | 4z56 | | 4z57 | | 4z58 | | 4z59 | | 4z60 | | | | | |
| 4z61 | | 4z62 | | | | | | | | | | | | | | | | | | | | | |

### Health & Physical Education

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4p1 | | 4p2 | | 4p3 | | 4p4 | | 4p5 | | 4p6 | | 4p7 | | 4p8 | | 4p9 | | 4p10 | | | | | |
| 4p11 | | 4p12 | | 4p13 | | 4p14 | | 4p15 | | 4p16 | | 4p17 | | 4p18 | | 4p19 | | 4p20 | | | | | |
| 4p21 | | 4p22 | | 4p23 | | 4p24 | | 4p25 | | 4p26 | | 4p27 | | 4p28 | | 4p29 | | 4p30 | | | | | |
| 4p31 | | 4p32 | | 4p33 | | 4p34 | | 4p35 | | 4p36 | | | | | | | | | | | | | |

### The Arts

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4a1 | | 4a2 | | 4a3 | | 4a4 | | 4a5 | | 4a6 | | 4a7 | | 4a8 | | 4a9 | | 4a10 | | | | | |
| 4a11 | | 4a12 | | 4a13 | | 4a14 | | 4a15 | | 4a16 | | 4a17 | | 4a18 | | 4a19 | | 4a20 | | | | | |
| 4a21 | | 4a22 | | 4a23 | | 4a24 | | 4a25 | | 4a26 | | 4a27 | | 4a28 | | 4a29 | | 4a30 | | | | | |
| 4a31 | | 4a32 | | 4a33 | | 4a34 | | 4a35 | | 4a36 | | 4a37 | | 4a38 | | 4a39 | | 4a40 | | | | | |
| 4a41 | | 4a42 | 1 | 4a43 | | 4a44 | | 4a45 | | 4a46 | | 4a47 | | 4a48 | | 4a49 | | 4a50 | | | | | |
| 4a51 | | 4a52 | | 4a53 | | 4a54 | | 4a55 | | 4a56 | | 4a57 | | 4a58 | | 4a59 | | 4a60 | | | | | |
| 4a61 | | 4a62 | | 4a63 | | 4a64 | 1 | 4a65 | | 4a66 | | 4a67 | | 4a68 | | 4a69 | | 4a70 | | | | | |

# Read All About It

**Language** **An Integrated Unit for Grade 3/4**

## Analysis Of Unit Components

10 Subtasks
107 Expectations
106 Resources
81 Strategies & Groupings

-- Unique Expectations --
45 Language Expectations
5 Arts Expectations
8 Social Studies Expectations

## Resource Types

0 Rubrics
24 Blackline Masters
7 Licensed Software
50 Print Resources
3 Media Resources
15 Websites
6 Material Resources
1 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

## Groupings

9 Students Working As A Whole Class
5 Students Working In Pairs
5 Students Working In Small Groups
9 Students Working Individually

## Teaching / Learning Strategies

2 Brainstorming
1 Demonstration
5 Discussion
1 Expressing Another Point Of View
1 Guided Exploration
1 Guided Writing
1 Improvisation
1 Panel Discussion
1 Research Process
1 Review
2 Think / Pair / Share
1 Visual/graphic Organizers
4 Writing Process

## Assessment Recording Devices

8 Anecdotal Record
5 Checklist

## Assessment Strategies

8 Observation
1 Performance Task
7 Portfolios
1 Response Journal
1 Self Assessment